

SOCIAL STUDIES FOR FUTURE CITIZENS.

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Illustrated



GEORGE G. HARRAP & CO. LTD
LONDON TORONTO WELLINGTON SYDNEY

First published in Great Britain 1953
by GEORGE G. HARRAP & Co. LTD
182 High Holborn, London, W.C.1

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375.3.1
2673

Dewey Decimal classification : 375.3

COMPOSED AND PRINTED IN IMPRINT TYPE BY J. AND J. GRAY EDINBURGH
MADE IN GREAT BRITAIN

PREFACE

Out of the Old Corn shall the New Corn come.

SIR EDWARD COKE

THAT our readers may not be misled by false expectations we wish to make it clear what we do *not* aim to do in this book. It is no part of our intentions to oppose Social Studies in content or method to any particular academic subject or pedagogic technique. We do not presume to claim a monopoly or even priority for Social Studies in the Secondary School curriculum. We do not assert that Social Studies in themselves can provide a "complete and generous education" for any kind of youth. We do not attempt to draw up a complete syllabus for any kind of school or for any age-group. We do not lay down rules or offer prefabricated lessons. We do no special pleading for any creed or dogma, philosophic or political system.

What, then, are our intentions? Our primary aim is to win the interest and support of adult readers. We try to describe as fully as possible the scope, aims, and methods of Social Studies. We come at it from various angles, so that there is some repetition—but with a difference. We try to show that Social Studies form a field of interest and effort in their own right, a focus of attention that is summed up in Carlyle's phrase "the meaning of our strange new To-day." We struggle to convey something of the urgency of the need to help adolescent girls and boys to understand where they are and to decipher something of their destination. And although we are not in thrall to any 'ism' we are deeply concerned with ends, scaling a hill or two in the necessary attempt to survey the position of our beliefs in the shadowed landscape of contemporary culture. For without some such effort at detachment classroom practice

is apt to degenerate into dull routine and schemes of work become loaded with pedantic detail.

Readers will be relieved to learn, however, that we are also much concerned with means. As practising teachers we do sympathize with colleagues who suffer from so much advice from people who have not proved their theories on their own or their pupils' pulses. The advice and suggestions which we offer are based upon many years of 'hard labour' in classrooms of ordinary schools. We can write of Social Studies *with* future citizens because we are all learning together. Most, but not all, of our experience has been with boys and girls of concrete rather than abstract intelligence; and much of our practice is born of the continuing struggle to create content and techniques more fitted to the majority of our future citizens than the traditionally verbalistic education of the more academically gifted. Teachers of the latter may, we hope, find something of value in our suggestions to adapt for the use of the more scholarly adolescents. For if the future leaders of our democracy will be largely recruited from Grammar Schools—a point yet to be proved!—it is surely most important that they should have been given some knowledge of, and practice in, Social Studies—the principal concern of the Public Man.

It is not possible to acknowledge our indebtedness to all who have contributed to the contemporary awakening of men and women to their social heritage and obligations. Some of these contributors we have listed in Chapter VIII; to others, though we may be unconscious of it, we owe a debt.

We thank our colleagues who, though never losing sight altogether of the safe, well-signposted highway of education, have on occasions ventured with us on more exciting paths. We are most grateful to Mr Henry Charlesworth, Headmaster of Dudley Hill Primary School, Bradford, for giving us access to his diary of "Operation Greengates"; and to Mr A. Curry, M.B.E., F.R.G.S., Hon. Secretary of Leeds Educational

Film Society, for his valuable advice on the use of films, as well as for the list of sources of Visual Aids (Chapter VIII).

We are much obliged for permission granted to adapt material of ours previously published by: Le Play House Press, Ledbury; *Journal of Education*; *Scottish Educational Journal*; *Schoolmaster and Woman Teacher's Chronicle*; *The Use of English*. We particularly appreciate the courtesy of Mr Bertrand Russell and Messrs Allen and Unwin, Ltd, in allowing us to quote freely from *Unpopular Essays* and *New Hopes for a Changing World*. To that great lover of wisdom and master of lucid expression we are deeply grateful for his permission to quote from these works and for his general approval of our viewpoint.

The views expressed in this book should not be taken as necessarily shared by the Local Education Authority or its officers.

F. J. N.
V. K. W.

BRADFORD, 1952

CONTENTS

CHAPTER

PAGE

I. WHY SOCIAL STUDIES?

13

Our Future Citizens—School and Society—"Our Strange New To-day" and how we got here—The Present Question—Social Awareness and Knowledge necessary for All—Benefits for Teachers as well as for Pupils

II. CONTENT

20

A Wide Field of Attention—The Selective Principle is Contemporary Relevance—Content not Static, but Flexible and Creative—Some Suggested Topics and Themes for the First Four Years of Secondary Education

III. MOTIVES AND METHODS

32

The Needs and Interests of Youth—Thoughtful Motivation—A Variety of Techniques—Youth at Work in Social Studies: a Top-form Boy and "Population"; a Boys' Group and "Police"; a Girls' Group and "Housing" and "Dress"

IV. THE TEACHER'S QUALITIES AND FUNCTIONS

43

Adaptability—Imagination and 'Negative Capability'—Interpreter and Integrator—The Necessity of Conviction of Democracy as a Creative Condition and Experience—Mediating Personality—The Psychology of the Teacher—'Guardians of Civilization'

V. CORRELATIONS AND SYNTHESIS

50

Social Studies a Cure for Departmentalism—The Limitation of Specialists—Synthesis must grow—Social Studies and English—Social Studies and Current Affairs

VI. NEIGHBOURHOOD STUDIES

62

Some Definitions—Theoretical Justification: Self-education; the Unification of Knowledge and Experience; Links created with the Real World; Patriotism implanted—The Description of a Neighbourhood Study "Operation Greengates"

VII. SOME SCHOOL BROADCASTS AS SOCIAL STUDIES

72

Series that are Social in Content and Aim—Methods of using these Series—The Actual Use of "Science and the Community" and "The World of Work"

VIII. AIDS AND SOURCES

80

The School as a Community—Visits and Visitors—Team Games and Group Activities—School Libraries—Visual Aids—Organizations providing Sponsored Films—Film Libraries, Associations, and Publishers—Books, Pamphlets, and Magazines about Films—Book List—Other Important Associations

ILLUSTRATIONS

PLATES IN HALF-TONE

	PAGE
A BOY'S OWN RECORD OF CLOTHING TOPIC (1)	40
A CLASS RECORD OF COLONIES PROJECT	40-41
A BOY'S OWN RECORD OF CLOTHING TOPIC (2)	41

LINE DIAGRAMS IN THE TEXT

THREE REVOLUTIONS	29
LINKING-UP OF TOPICS	31
HOME	31

CHAPTER I

WHY SOCIAL STUDIES?

Our Future Citizens—School and Society—"Our Strange New To-day" and how we got here—The Present Question—Social Awareness and Knowledge necessary for All—Benefits for Teachers as well as for Pupils

Few of the generations of men have seen more impressive days. Days of endless calamity, disruption, dislocation, confusion worse confounded: if they are not days of endless hope too, then they are days of utter despair. For it is not a small hope that will suffice—the ruin being clearly, either in action or in prospect, universal. There must be a new world if there is to be any world at all.

THOMAS CARLYLE, *Latter-Day Pamphlets*, No. 1

In a modern, complex and quickly changing society education is only adequate if the teacher knows the social world from which his pupils come, for which they have to be prepared; and if he is capable of assessing most of the things he does in terms of social results.

KARL MANNHEIM, *Diagnosis of Our Time*

So here has dawned another day! It is morning assembly, and hundreds of smiling faces, bright with youth's illusions, gaze upon the rostrum, where Head and Staff register and read the lessons of experience. Presently the fresh, clear voices raise the hymn of hope:

"Who would true valour see,
Let him come hither. . . ."

As the strong tide of song ebbs and flows the worries of teachers seem to recede and hope stirs in tired hearts. Hobgoblins of international hates and the fiends of strife cease to frighten. There is Youth, and nought can daunt its spirit. And here is work to be done. The second year must be shown recurring

decimals, 1B must be tested in Dictation, 4A have to get on with magnetism.

"Then fancies fly away,
He'll fear not what men say,
He'll labour night and day. . . ."

The singing stops, prayers are completed, announcements made; and pupils and teachers file into familiar classrooms. Silence descends—the comfortable quiet of a world that seems self-sufficient.

But is it? Not for long can teachers and pupils labour in peaceful progress. The demonstration of decimals, for instance, is sadly sabotaged by the pock-marks on the faded blackboard; and the Head declares it is quite impossible to obtain a new one—already the ratepayers are protesting. The dictation test must wait until another day, for half of 1B are late, transport having broken down, the insatiable demands of industry necessitating a power-cut. As for 4A, they appear to know enough of the theory of magnetism, but form too large a class for the experiments and practical applications which would be of most interest and benefit to them; there is only one teacher of science on the staff, atomic research, industry, and public corporations absorbing so many potential teachers.

Thus the outside world intrudes more and more, and as the day wears on the illusion of cosy insulation fades. The teacher realizes that, like Bunyan's pilgrim, he has a giant to fight—the monster of deficiencies, frustrations, delinquency, truancy, malnutrition, bad housing, child-neglect, broken homes. Teacher and pupil alike are wrapped in this ill-assorted bundle of social life. No one can wriggle out. Our world is out of joint, and we surely have a duty to help to set it right.

It is a commonplace to say that this mid-century finds our human kind in an extreme predicament. Carlyle's prophecy of universal ruin turns out to be no mere raving of a dyspeptic orator, but a sombre possibility. Man actually does possess the means of either destroying himself or realizing his brotherhood

in practical world-wide unity. Are our children to be the victims of complete social catastrophe or future citizens of a united world? Few will dispute that these are the alternatives. But the sheer intensity of this dramatic choice seems to paralyse too many people. The giant is so huge, the individual citizen so diminutive.

We forget, however, that David knocked Goliath out with a tiny missile. He made an intelligent, courageous survey of the situation, chose his ground, and his own weapon. Let *us* take a broad survey, from our 'outlook tower,' of man's social story. See in the far distance of time this frail creature with his exposed and benighted frame enduring the cruel winters of the ice ages, learning nevertheless to bear the beams of a tropical sun and scorching desert. Confronted by the giant bulk of the mammoth or the brutality of the bear, he trembled but kept his wits. We discern that spark of intelligence steadily kindling, leading him to the shaping of flints, thus bringing destruction to mightier creatures. We find him, now nearer, forging deadlier weapons with the fierce new force of fire; shaking off the shackles of custom, learning the promise of the seed, marking the procession of the seasons and the changing of the stars, counting and writing, weaving wonderful patterns in stone, sounds, colours, and words. We watch him experiencing awe in the sublime and bowing in worship, attempting with his towering temples and mighty tombs to defy his mortality. We glimpse the amazing variety of groups spread in time and space, and the intricate designs of civilizations—merging, disintegrating, regrouping. His developed intellect now speculates upon his own origin and destiny, now passions plunge him in barbaric darkness; there he is slaughtering his kind in insane wars, here spreading sweetness and light by the power of lovingkindness; shedding old, acquiring new, superstitions. Yet nearer, we find him harnessing new and ever-newer powers—wind, water, steam, electricity, gas, atoms—conquering distance and manipulating time, until here and now he falters on the threshold

of the secret of the physical world, while his bewildered mind is delicately balanced between self-destruction and a new and grander design.

Surely this is a mighty and dramatic theme which will not only captivate the imagination of youth, but which must also move all men of intelligence and goodwill to admiration and allegiance. We are sharers in this hazardous pilgrimage, committed to existence, inevitably involved in a social adventure far greater than any individual history. And as members of Western society we have to recognize our particular place in the wider setting of the destiny of our species. We have to get to know "the meaning of our strange new To-day," and then act. Where are we to-day and how have we got here? How do men behave and why? This is the dominant theme of Social Studies.

If our contemporary predicament demands from us more knowledge of social behaviour and greater social awareness than were ever before required of adult citizens it follows that Social Studies constitute an essential need for future citizens. If the young are not already asking what it's all about they will one day. In fact, of course, they are wondering *now*; they themselves are involved. The strains and stresses of social living to-day are forcing youth to put more searching questions to themselves—if not to their elders—than has ever been the case. The bright morning faces may sometimes mask experiences unknown to older generations. There are youths in school who have heard of the abrupt dislocation of home-life entailed by war-time evacuation; probably others have lost parents in battle, bombing, or divorce courts; do they never wonder why? The homes of all our children are in many ways affected by the new services of the Welfare State. Fathers and big brothers and sisters have brought home first-hand impressions, views or opinions of foreign folk, work, and places. Conscription cuts across youthful careers. Radio, Press, and films pour out a continuous cataract of news and tales of social

conflicts and problems. In short, the stuff of Social Studies surrounds modern youth, stimulating the recurrent questions—How and Why, Whence and Whither?

We must never pretend that there are ready-made answers to such questions. Every social situation and problem, every theme or topic, must be patiently studied, facts accumulated, and opinions sifted. If Social Studies impressed this fact upon the young—and went but little farther—they would be of real value in a world torn by rival ideologies and intolerant creeds. Yet, although Social Studies give no cut-and-dried solutions, they can help the young to discover the chief characteristics of social behaviour. Through Social Studies youth may become aware of the relationships which make up the grand design of living together—the vital connexion between place and work, livelihood and living, getting and spending, the individual and his family, family and neighbourhood, locality and nation and world; between physical and mental necessities, techniques and values (Chapter II). And through such studies the young will reach some appreciation of the difference between propaganda and education, science and superstition, doubt and certainty, dogmatic prejudice and 'negative capability.' They will have—particularly in late adolescence—a grounding in the grammar of social science, a practical knowledge of some of its methods. To-day social science is scarcely mentioned in our schools, although through social surveys, public opinion samples, Government commissions and reports, national registration, the census, rationing, etc. all our lives are being affected by this young and growing science. If the next generation of social scientists find a better-informed and more co-operative public than our contemporary pioneers it will largely be the result of teaching Social Studies in schools, colleges, and clubs.

What of the teacher? What have Social Studies to offer him or her? There are several answers. The best, perhaps, is that Social Studies give the teacher a sense of direction related to adult interests and social needs. Some of us who began to

teach in the spiritual doldrums between the two World Wars recollect, not without a certain bitterness, the lack of significant purpose in secondary curricula—how they revolved tediously round the abstraction of individuality divorced from social context. Nowadays more teachers—and particularly those who served in the Second World War—realize their work as part of the whole social setting. Rightly refraining in school from party politics, they are political in the true sense of promoting and providing means for all for living the good life irrespective of class or race or creed. Those who direct Social Studies for the young find their sense of social responsibility more fully satisfied than most isolated subjects would allow. "Happy men," declared Carlyle, "are full of the Present."

Social Studies offer teachers practical ways of breaking down artificial barriers between subjects. For here is a whole fertile field of studies—"the meaning of our strange new To-day." This is not merely another name for an old subject nor an "amorphous hotch-potch." A topic or theme in Social Studies—as we shall show in later chapters—is not merely an adding together of subjects; it is a growing-point of a body of social knowledge to which various distinct 'ologies' may have contributed. The teacher of Social Studies must always be deeply indebted to the researches of specialists, but he need not himself be a specialist. He must, however, be able to read the map of contemporary knowledge, be ready to perceive relationships, experience an urge to integrate knowledge and living, and possess a keen social conscience (see Chapter IV).

We believe, then, that Social Studies supply a threefold need. The problems of a changing society, the experienced needs of its future citizens, and the awareness of teachers conscious of their responsibilities as guardians of civilization—these all converge and interact to make Social Studies an indispensable constituent of any education which may claim to prepare the young for future citizenship.

The following, written a generation ago in that most seminal

of Government reports, *The Education of the Adolescent*, remains true:

A well-balanced educational system must combine these two ideals (individuality and socialness) in the single conception of social individuality. The general aim should therefore be to offer the fullest possible scope to individuality, while keeping steadily in view the claims and needs of the society in which every individual citizen must live. There has been too great a tendency in some quarters to regard the school as an isolated unit, and education as something apart from the main stream of life.

CHAPTER II

CONTENT

A Wide Field of Attention—The Selective Principle is Contemporary Relevance—Content not Static, but Flexible and Creative—Some Suggested Topics and Themes for the First Four Years of Secondary Education

With nations it is as with individuals; can they rede the riddle of Destiny? This English nation, will it get to know the meaning of *its* strange new To-day? Is there sense enough extant, discoverable anywhere or anyhow in our united heads; valour enough in our million hearts to dare and do the bidding thereof? It will be seen.

THOMAS CARLYLE, *Past and Present*

What is developing in all the present changes is, so far, neither Fascism nor Communism; it may become a Third Way . . . which, although using the new techniques of planning, maintains its democratic control, and keeps those spheres of freedom and free initiative which are the genuine safeguards of culture and humanity.

KARL MANNHEIM, *Diagnosis of Our Time*

We have certain criteria for judging the good society and certain signposts towards the education of its members. The good citizen must, for instance, possess a love of truth and a trained knowledge of how to seek it; he must believe in reason and know how to think clearly and to recognize prejudice.

Citizens growing up (Ministry of Education
Pamphlet No. 16, 1949)

WHERE should we begin? The scope of Social Studies is wide; the theme is the present social life of man the world over. A desire for more definition is understandable. But we refuse to be bound by arbitrary definitions. Content must be flexible and adaptable to changing circumstances and values. To maintain this, however, is not to leave the teacher without compass upon

an uncharted sea. There is, as we shall presently show, a principle of selection, a criterion of value, and an authentic goal.

It may seem rash to assert any principle or indicate any goal in an era of change, of shifting values and conflicting forces. Prudence might counsel waiting until out of the present turmoil there emerged a new objective, catholic philosophy. But we believe it is just as possible to exaggerate disagreements and conflicts as to pretend that they do not exist. Is it not this very tension in our country between our differences and our agreements that is shaping our destiny? Is this not the essence of our British way of life, that we constantly progress through contraries, ever re-creating without destroying our culture? We believe this is so, and that to stand timidly aside from this fruitful conflict, hoping for some new revelation of absolute truth, some final dispensation of unassailable values, is to betray ourselves, our history, and our future. In another fifty or a hundred years society *may* be more stable, but its healthy equilibrium will be the result of our present growing pains. These we must bear. To-day, not on some uncertain tomorrow, we must take our stand upon those present values of which all men and women of goodwill in the Western world are firmly persuaded. We believe in the worth of individuals, the brotherhood of men, the possibility of truth, and the rule of law. We believe that education and Western institutions must continually strive to give fuller expression to these values, that only by doing so can democracy grow more real and richer and the 'good' society ever become the 'better' society. It is an inexhaustible creative process, for, as Whitman said, "From any fruition of success shall come forth something to make a greater struggle necessary." We have during the past decade in the West witnessed a fruition of democratic values assailed by totalitarianism. A greater struggle for the maintenance and extension of our values is now upon us. In this stern struggle Social Studies take their place to enlighten and fortify our future citizens.

And if we who teach keep ever in our minds this, the essential purpose of Social Studies, we shall learn how to shape its content. It is this purpose—to give some understanding of the world to-day, of the contemporary situation, the 'present question'—which will determine how much of this or that subject will become included in our Social Studies schemes. It is this aim which will create in a school *real* objectives, not an artificial synthesis; significant knowledge rather than a dead body of erudition. History will become involved in a topic whenever the past is necessary for true appreciation of the present. (Academic history—if it ever condescends to notice the contemporary world—uses the present to 'explain' the past.) Similarly some topics of Social Studies will draw upon other specialist 'subjects' in a natural way like the unfolding of a leaf-bud, with no forced inclusions or arbitrary limits.

The teacher of Social Studies, therefore, must possess a flexible mind, a mature sense of values, an awareness of essentials, and sufficient creative imagination to be able to dispense with cut-and-dried 'schemes of work' (see Chapter IV). He will readily recognize that what we now offer are clues, suggestions, indications for him to adapt to his own and his pupils' needs and abilities. We offer the frameworks of topics suited to different ages and stages. The possibilities of the development of such topics should be fully discussed with individual boys and girls or with groups before a real start is made by them on their own roads of discovery.

Our suggested Plan of Development of a First-year (Secondary) Topic—Food—is deliberately more detailed and conventional in treatment than later topics. For not only is the outlook of an eleven-year-old generally and mercifully unclouded by contemporary problems, but he is also still to a large extent untrained in the techniques of individual study and discovery. The teacher of first-year pupils will usually have to take the initiative throughout the development of a topic,

giving patient training in the new techniques, gradually defining for the boys and girls the aims and scope of Social Studies.

A SUGGESTED TOPIC FOR FIRST YEAR SECONDARY (Ages 11 to 12 years)

FOOD: A PLAN OF DEVELOPMENT

Term 1: Hunting and Collecting

What do you collect? What do you hunt? How many animals are still hunted? What weapons and tools are used to-day?

What did Early Man collect? What did he hunt? What weapons and tools did he use? How did he improve these? Where may you find or see these primitive tools to-day?

Fish. How many kinds do you see in the fishmonger's? How are these fish caught and how kept fresh? Trace the movements of the herring fleet and draw a map of the herring-ports of Great Britain. Find some well-known poems, stories, and films about fisher-folk. Where do most of our tinned salmon come from? Salmon-fishing in Scotland and in British Columbia. Cod-fishing off Newfoundland.

(While one group of a first-year class is being guided in the study of *Fish* another may be studying *Meat* along similar lines.)

Term 2: Taming and Herding

What pets do you keep? Who keeps poultry, pigs, etc.? A visit to a Livestock club or a Young Farmers' club.

What do the stories of the Old Testament tell us about Eastern herdsmen and flocks? What do the Gospels tell us? The Kirghiz of the Asiatic Steppes. Famous poems and stories about shepherds and herdsmen. What England owes to sheep. Sheep and cattle in the British Commonwealth—films, maps, etc.

Where does our school milk come from and how is it brought? The kinds of farm in our area. A visit to a farm or agricultural show.

Term 3: Saving and Sowing Seed; Man cultivates; Civilization

How many kinds of grain can you name and draw? How many of your fathers have vegetable or fruit gardens? What is meant by agriculture and how it may have begun. Discover and draw as many as possible primitive tools of agriculture and compare with modern ones for same purposes. Stages in development of the plough—a pictorial record.

The rise of early civilizations based upon agricultural surplus.

The cultivation of fields in your neighbourhood, rotation of crops, relics of manorial system.

What happens to wheat or oats from field to baker? World supplies of wheat, rice, and potatoes. Collect labels from jam-jars, and plot on a map of Britain all places where jams and jellies are manufactured. The Ministry of Agriculture. The work of F.A.O.

SUGGESTED TOPICS FOR SECOND YEAR SECONDARY**(1) Coal**

Visit a pit and/or view a film on coal-mining and describe with illustrations what you saw.

What is your Coal Ration and why is coal rationed?

Where does your coal merchant obtain his supplies?

Historical discoveries: coal seams: how they are formed, when, and where? The Roman use of coal; coal in the Middle Ages; bell pits; "coals to Newcastle;" coal and the Industrial Revolution; the discovery and use of by-products.

Geographical: coal pits in our neighbourhood; British coalfields; coal ports and exports; coalfields of Europe, U.S.A., and U.S.S.R.

The National Coal Board; its organization and work.

(2) Sea Transport

Your nearest seaport; principal British ports; famous shipping companies and the chief sea routes; modern liners and their evolution from sailing ships; famous seamen and voyages of to-day and yesterday; the British Merchant Navy in peace and war, and its relation with road and air transport.

(3) *Road Transport*

Your town's roads; roads of your neighbourhood; main roads of Great Britain, their location, connexions, maintenance; A.A., R.A.C., and the Highway Code; famous makers of roads, canals, and bridges; recent new roads; social effects; British road haulage; passenger transport by road.

(4) *Railway Transport*

Railway lines and stations of your neighbourhood; location, history, and connexions; British Railways, regions, lines; passenger and goods services; importance in peace and war; locomotives new and old; electrification.

(5) *Air Transport*

Connexions with road, rail, and sea transport; chief airports of the United Kingdom, Europe, the British Commonwealth, U.S.A.; chief air-lines and -routes of the world; social effects of swift air travel; future developments; pioneers of flight.

(6) *Famous Inventions, and what they meant for People*

Clocks; gunpowder; paper and printing; the mariner's compass; steam-driven pumps, locomotives, ships, looms, etc.; internal combustion engine; electrical inventions; atomic 'piles'; jet-propulsion; possible developments and their effects.

(7) *Clothes*

Hand spinning and weaving of clothes in the world to-day and yesterday; the relation of climate, materials, and fashions; power for textiles; woollens and worsteds in the United Kingdom; cotton in England, Scotland, U.S.A., India; silk, artificial and natural; synthetic materials; tailoring; designing; retail distribution.

(8) *Shelter*

Building materials of your neighbourhood, of the United Kingdom; connexion between materials, climate, transport, function, and taste; old and new houses and schools compared; family needs to-day and of old; replanning your house, street, village, or town; town and country planning here and abroad.

SUGGESTED TOPICS FOR THIRD YEAR SECONDARY

(1) *Communicating*

How you learnt to speak, write, and count; printing and the Press; truth and propaganda; the B.B.C.; other broadcasting systems; television; the social uses and abuses of broadcasting and television.

(2) *Health of Body*

School health services; National Health services; hygiene.

(3) *Health of Mind*

Schools and colleges of your neighbourhood; stages in education from infancy to adulthood; your local education committee; the functions of the Ministry of Education; further education.

(4) *Health of Spirit*

The churches of your neighbourhood, their nature and teaching; foreign missions to-day and yesterday; Jewry; famous leaders of religions.

(5) *Foreign Affairs*

Travelling abroad, language, customs, passports, visas; consuls and ambassadors; the British Foreign Office, foreign affairs in Parliament and Press; some famous and infamous pacts and treaties; the International Courts of Justice; international experiments from the Hague to U.N.O.; relation to foreign investments and trade; future hopes and fears.

(6) *The United Nations*

The member states; constitution, aims, and powers; the main problems; subsidiary bodies and their work, F.A.O., UNESCO.

(7) *The British Commonwealth of Nations*

Names and location of members; status of various parts, their connexions with Westminster; colonial developments; trade; famous Empire-builders and Commonwealth statesmen.

(8) *The Union of Socialist Soviet Republics*

Meaning of the name—when and how created; component republics and their local governments; central government; planning industry and agriculture; education.

(9) *How Government works in our Democracy*

King, Cabinet, Commons, Lords; political parties; elections; chief ministries; relations to local authorities; your local officials, councillors, etc.; liberty of speech and conscience; government by consent; how we won this freedom and how to preserve it.

(10) *The United States of America*

Some in-leading questions: Have you a relative in the U.S.A.? What kinds of food come from the U.S.A.? What do you think of American films? What is meant by the Marshall Plan?

(a) The U.S.A. to-day: chief towns and occupations; food products; mineral wealth; exports and imports; American importance for the world to-day.

(b) Government, local and national, in U.S.A.

(c) Schools and colleges in various states.

(d) American geography behind its history.

(e) Some famous Americans: Washington, Lincoln, F. D. Roosevelt, Emerson, Edison, Ford, etc.

Suggestions for Teacher's reading: *U.S.A.*, by D. W. Brogan (Oxford University Press); *A History of the United States*, by Cecil Chesterton (Everyman's Library); *A Short History of the United States*, by J. E. Tyler (Chambers); *American Presidents*, by Herbert Agar (Eyre and Spottiswoode); *While Rome burns*, by Alexander Woolcott (Penguin).

Plays of Eugene O'Neill, poetry of Whitman, works of R. W. Emerson, H. Melville, Whitman; novels by Sinclair Lewis, Upton Sinclair, John Steinbeck, T. S. Stribling, M. K. Rawlings, Edith Wharton, W. Cather.

Historical films like *Gone with the Wind*. Geographical films like *Red River*. Romantic films like *She wore a Yellow Ribbon*. Political films like *All the King's Men*.

SUGGESTED TOPICS FOR FOURTH YEAR AND BEYOND

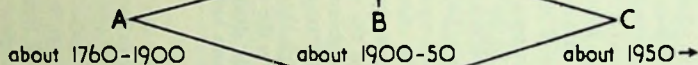
- (1) Lives of the world's famous social reformers.
- (2) Education in the nineteenth and twentieth centuries.
- (3) Care and protection of the worker: factory Acts; welfare, etc.
- (4) Trade unions; employers' associations, at home and abroad.
- (5) National Insurance: present set-up; its history and future possibilities.
- (6) Social services throughout the British Commonwealth.
- (7) Housing and town planning: at home, in Europe, in U.S.A.
- (8) Forms and methods of government: the democracies; totalitarian states.
- (9) Constitution and work of U.N.O., with particular reference to human rights, security, and freedom.
- (10) World food resources and problems.
- (11) Fight against ignorance; the work of U.N.E.S.C.O.
- (12) Fight against disease; hygiene; science and medicine.
- (13) Population: our census 1951; world distribution and problems.
- (14) Races and religions in the world to-day.
- (15) Living and working in Crowds.
- (16) Getting and spending: everyman's economics.
- (17) Uses of Leisure: sports and pastimes; playing-fields and national parks; holiday camps and associations.
- (18) News and views: Press, films, and radio.
- (19) Art and industry.
- (20) Meeting other peoples: foreign travel; educational visits and exchanges; international fellowships and conferences.

A SUGGESTED THEME FOR SECOND, THIRD, AND FOURTH YEARS

THREE REVOLUTIONS

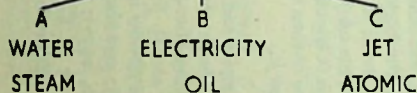
<i>A</i>	<i>B</i>	<i>C</i>
(Second Year)	(Third Year)	(Fourth Year)
1760-1900	1900-50	1950-
<i>Power—People</i>	<i>Power—People</i>	<i>Power—People</i>

THREE REVOLUTIONS



THE WORLD TO-DAY

NEW POWER



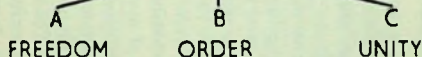
COAL
COKE
IRON
STEEL
RAILWAYS
STEAMSHIPS
BETTER FARMING
BETTER HYGIENE

AUTOMOBILES
AEROPLANES
SUBMARINES
TELECOMMUNICATIONS
SCIENTIFIC FARMING
SCIENCE ATTACKS
DISEASE

ROCKET TRANSPORT
TRANSMUTATION
OF MATERIALS
SYNTHETIC MATERIALS
SYNTHETIC FOODS
CONQUEST
OF DISEASE
INTER-PLANETARY
TRAVEL?

POWER

NEW THOUGHT



FREE ENTERPRISE
PROGRESS
DEMOCRACY
POPULATION-GROWTH
FRENCH REVOLUTION
NEW EMPIRES
U.S.A.

STATE CONTROL
SOCIAL WELFARE
FULL FRANCHISE
RUSSIAN REVOLUTION
RIVAL EMPIRES

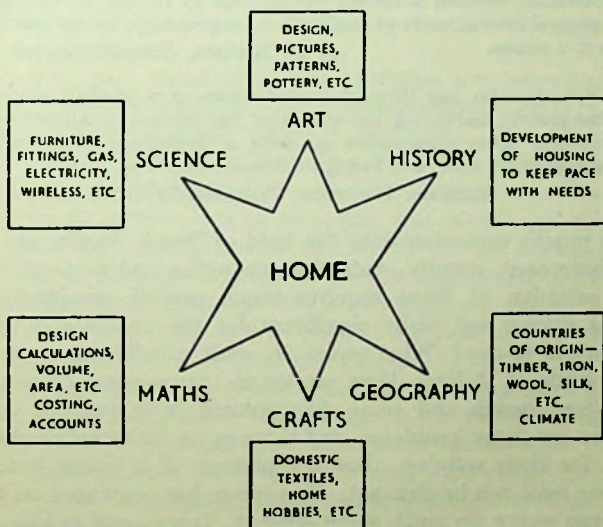
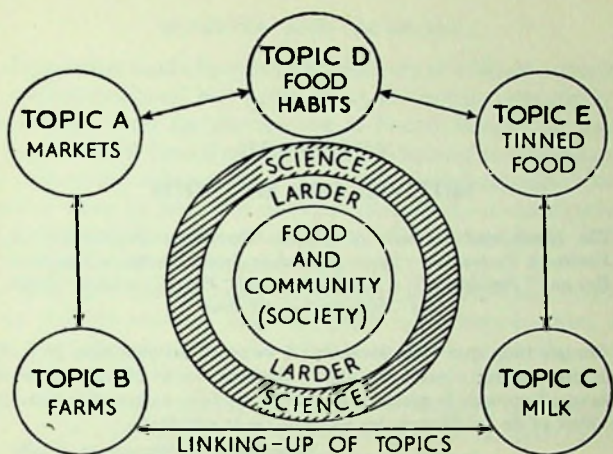
FULL DEMOCRACY
FULL DICTATORSHIP
BRITISH COMMONWEALTH
SCIENCE —
SERVANT OR MASTER
U. N. O.
WORLD UNITY OR?

PEOPLE

The details of this theme are given in the diagram at p. 29.

While the major theme—Revolution in Power and Thought—is continuous throughout the three years, there is no question of compelling every pupil to study all the minor units or topics, nor are the minor units enumerated at all exhaustive of all the possibilities. The teacher has to guide the pupil in the selection of his topics, and in so doing he should keep in mind the deliberate parallelism of the minor units. By the study of parallel or complementary topics the young mind may come to realize the creative interaction of human personality and new physical powers. For example, in the Revolution *A* the study of railways and steamships—the conquest of distance—is concurrent with the release of new mental and spiritual energies, the pioneer spirit and new horizons with emigration, etc. Such themes in *A* find further development in *B* and in *C*. By the fourth year every pupil should have built up an adequate picture of how the world lives and works to-day. The background to this individually acquired picture will have been gradually painted in broad, significant strokes by the teacher's class lessons, discussions in class, and lecturettes by boys and girls. The number and nature of the teacher's background, or integrating, lessons will depend upon the chosen topics, the age of his pupils, and other factors. But it is obvious that in the Three Revolutions the background lessons will largely be concerned with the major theme as it develops through the years. Whatever theme is covered, the teacher should remember the usefulness of visual and aural aids (Chapter VIII), of authentic dramatizations, and of the life-stories of men and women who have helped to shape the world as we know it.

Further suggestions of topics and themes suitable for our future citizens are to be found in: *The Teaching of Social Studies in Secondary Schools*, by James Hemming (Longmans, 1949); *A Handbook of Social Studies*, by J. Dray and D. Jordan (Methuen, 1950); *Suggestions for Teachers of Social Studies in Post-primary Classes*, by F. J. Nicholson (Le Play, 1950); part three of *The Science of Humanity*, by K. G. Collier (Nelson, 1950); the plan of the *Oxford Junior Encyclopædia*; works of Dr F. C. Happold (Christophers); and the Festival of Britain Exhibition's publications (South Bank and Travelling).



CHAPTER III

MOTIVES AND METHODS

The Needs and Interests of Youth—Thoughtful Motivation—A Variety of Techniques—Youth at Work in Social Studies: a Top-form Boy and "Population"; a Boys' Group and "Police"; a Girls' Group and "Housing" and "Dress"

Songez bien que c'est rarement à vous de lui proposer ce qu'il doit apprendre; c'est à lui de le désirer, de le chercher, de le trouver: à vous de le mettre à sa portée, de faire naître adroitement ce désir et de lui fournir les moyens de le satisfaire.

JEAN-JACQUES ROUSSEAU, *Émile*

Scientific method is simply the attempt to acquire knowledge of general laws directly or indirectly by experience, by the use of the five senses.

A. D. RITCHIE, *Scientific Method*

Nobody who has listened to spectators at a football match subsequently discussing the events of the game can doubt that extremely acute observation is quite a common faculty even amongst those who have had little formal education.

BARBARA WOOTTON, *Testament for Social Science*

THE pupil's excursions into the field of Social Studies are, as we have seen, usually made through topics and projects, and the selection of these requires much careful consideration. What themes are really significant for the understanding of the world to-day? What topics are most suitable for each age and grade of ability? How are we to ensure some continuity between themes and some development from year to year? There are many problems, and there is no universal prescription for their solution. But the planner of a Social Studies course need not be daunted. Experience has convinced us that one can worry too much about content. It is so easy to slip into

the error often made by specialist teachers of isolated subjects—the well-intentioned but futile effort to squeeze everything in. There is no need for the teacher of Social Studies to cover a complete area of factual content neatly tabulated in an exhaustive and exhausting scheme of work. For if Social Studies is to be what we have in previous chapters described—a real synthesis and not merely an artificial amalgam of a few subjects—it will create its content as well as its methods.

It is in this creativeness, we believe, that the chief value of Social Studies resides. Like mercy, it is creative for him who gives and him who takes, for teacher as much as pupil.

Consider first the teacher. He must himself be creative in order to recognize and guide the creative urge of each pupil, to give scope and means for the development of each pupil's abilities and interests. Individual interest is the steam in the cylinder, the power that really turns the mind's wheels. The teacher has to open the valve, releasing the initial energy and then guiding it.

A cynic may object that some children are interested in nothing. If there is such a child—and we doubt it—he requires a doctor or a radically different approach. The apparent indifference of children is most often due to the unimaginative imposition of tasks unrelated to their essential needs. Do we take enough pains to arouse, stimulate, and nourish needs and interests? By what means do we try to stir the minds and emotions of boys and girls who are tackling Social Studies? We suggest some questions which we might do well to keep asking ourselves when we are trying to match a topic, project, or theme to the needs and interests of a pupil:

Can we show him its practical use for life to-day as well as its intrinsic intellectual or moral value as knowledge or discipline? Adolescents do particularly need reassurance about that. Sheer intellectual curiosity is surely a much rarer motive power than is generally realized by the academically gifted minority of our adult population.

Do we present topics or themes as real problems whose solution is of urgent importance for mankind, or are they set as mere academic exercises? For example, do we indicate that a study of the world's food is inseparable from the real and pressing problems of over-population, soil erosion, and scientific farming, or that our great advances in social welfare are bound up with everyday problems of production and distribution?

Do we suggest possibilities of real discovery in some topics, particularly in local studies? The study of road transport may well lead to the discovery of some ancient track or forgotten highway. Research by older pupils into the work and distribution of population of a neighbourhood may disclose facts of real value to reformers, social workers, or town-planners. Such field-work is important also as a means of bridging the gap between life outside and inside school (see Chapter VI).

Do we with our younger pupils make enough use of their passion for collecting things? Names and numbers of locomotives may lead to principles of classification, involving mathematics, history, geography, and general knowledge. Advertisements of fashions or furnishings may teach some girls quite a lot about social classes or everyday economics.

Do we ring the changes from individual study to group-work? There is, most of us know, a natural gang-spirit especially marked among boys in the first years of the secondary school. Do we show them how to gang for work as well as for play and make-believe?

Do we provide for the adolescent's hero-worship, his or her growing interest in people who have made or are making their mark on the life of society? Here is our chance to stress the power of personality, the creative energy of the human imagination.

Do we give glimpses of the wonder and the moving mystery of our human situation? Social Studies must not become mere

accumulation of facts. To prevent this we teachers must give vivid background lessons, and use imaginative broadcasts (Chapter VII), dramatizations, and films, as well as enlist the aid of our colleagues in other studies (Chapter V).

Do we allow sufficient outlet for our pupils' desire to talk and discuss among themselves? We advise the allocation of two or three lecturettes to each pupil every term, preferably upon some easily defined, self-contained aspect of the topic he may be studying. An eleven-year-old boy may choose to describe a day in the life of a farmer or miner; a fourth-year girl may talk about home nursing, child welfare, or new dress materials; while an advanced grammar-school youth may lecture on the work of U.N.E.S.C.O. or the Tennessee Valley Authority.

And so on—we can all, on reflection, find other questions we must ask about motives of learning. Answers to these are bound up with considerations of method. There is no single method universally applicable. Techniques must vary according to aims, needs, and particular circumstances. Formal class instruction ('talk-and-chalk') has a place, particularly—as we showed in Chapter II—during the first year of the secondary stage. But we believe that in each subsequent year class-teaching should yield more and more to individual and group study. This does not mean idleness for the teacher. He has to give careful guidance in the choice of topics or group projects, to plan possible developments, perhaps make detailed assignments for some pupils, indicate sources of needed facts and illustrations, supervise note-making, correct record or discovery books, prepare background lessons and allocate lecturettes and control debates, plan outside visits or invite speakers, order appropriate films or strips, enlist the aid of school broadcasts, devise means of assessing progress, and keep his own knowledge up to date—no small task!

We now invite the reader to follow some applications of the above motives and methods in Social Studies.

YOUTH AT WORK IN SOCIAL STUDIES

A Top-form Boy and "Population"

To illustrate the pursuit of Topics by individual pupils let us follow an average top-form secondary modern schoolboy as he makes his way through the topic "Population," which he has selected from a list of about a dozen, each one of which has been discussed by the whole class with the teacher through a week or a fortnight.

Our pupil, whom we will call Jones, first makes a visit to the school library, where he finds, or is recommended by the librarian to, the following books:

1. Encyclopædias.
2. G. M. Trevelyan's *History of England*.
3. *History of the Homeland* (edited by L. Hogben).
4. Bureau of Current Affairs pamphlet.
5. Population charts with explanatory booklet.
6. Whitaker's *Almanack*.
7. Pears' *Cyclopædia*.
8. The census booklet entitled *April 8th*.
9. Miscellaneous school history text-books.

Finally, the librarian offers, if Jones finds he has not sufficient material, to borrow books from the public library. Jones returns with his burdens to his seat and begins a preliminary browsing through his books, seeking here and there for information concerning his topic. This task is made easy since he knows from his library training how to use index and Contents. However, by the time he has finished browsing he is by no means happy: he closes Trevelyan with a sigh. Obviously he is expecting some Herculean labour of note-making. He comes to his teacher to ask with what part of his topic he should begin.

The latter shows him an outline of the topic, listing points which he himself considers to be important, but which he is by no means determined to impose on Jones, knowing well that the final result in Jones's discovery-book will be the resultant of a struggle between certain stresses: (a) the teacher's own idea of the important elements in the topic, (b) the handicaps and advantages of Jones's temperament, interests, and abilities, and (c) the material available.

The topic outline includes the following points:

1. Racial beginnings.
2. The Black Death; its effect on population.
3. The Norman Conquest.
4. Town- and country-dwellers in 1800.
5. The effects of the Industrial Revolution on population.
6. The population of Britain to-day; age-groups, occupations, expectation of life.
7. Some world populations.
8. Problems of overpopulation.

The Black Death brings a gleam, but Jones doesn't like this very much, and understandably. It sounds cold and sterile, rather like looking at a dentist's apparatus before the operation begins, when even the most innocuous piece of metal is imagined an instrument of torture.

However, the teacher has a number of more familiar things to offer. As a beginning Jones might like to discover the population of his own city: what the population was twenty years ago, fifty years ago; how many school-children there are now; how many policemen there are in the city; or, even nearer home, what is the average size of family in the street where he lives? Again, the teacher knows that Jones is fond of drawing, and that in Mathematics his class has been learning to draw graphs. Jones is delighted with the opportunity for making a graph, and within half an hour he has shown the population growth of the nineteenth century as a steep curve. He is now quite happy to discover the reasons for the sudden increase, and cheerfully tackles Trevelyan on the subject.

Eventually Jones brings out the rough copy of the notes, and the teacher goes through it carefully. Since the source is chiefly Trevelyan—a difficult book—it is essential that the teacher should discuss the various points discovered and ensure that no phrasing of the original author is accepted without comprehension. After this little talk Jones returns to his place to write up his notes in his discovery-book as an original composition. This is what he writes:

Great Britain in the nineteenth century had a great increase of population. This was made possible because farmers learned how to grow more crops on little ground and how to grow winter feeding

for cattle instead of killing them. What solved the problem of winter feeding of cattle was that they were fed on turnips and hay. Fresh meat took the place of salted meat in winter, and so children were healthier and old people could live longer because there was better food to eat.

The Industrial Revolution was the second thing that caused the population to grow. Towns grew up and houses were thrown up and the population were [*sic*] multiplied by thousands. The country labourers moved into the towns to do their work in the mills because they received a better wage. Bigger wages helped them to raise larger families.

After this bout of English composition Jones feels the need for more congenial activity. A considerable choice is before him, and he himself makes the suggestion that he shall make a copy of a part of one of the charts which have fascinated him by their colour. The part selected shows the occupations of people in 1939. Jones wishes also to colour his copy, and the teacher willingly agrees, knowing that the work will be well done, even though largely unsupervised, and that, moreover, from the beginning of the discovery-book, it will set a good standard for the rest of the work.

With Jones happily engaged the teacher reviews his class, among whom Jones is only one in thirty. At one end of the scale of ability there are the few who have no verbal dexterity or skill in art and who demand the most supervision; at the other end there are the few who can work almost entirely on their own from the beginning. Smith, for example, who in a few months is to start work in a local engineering firm as a pattern-maker, has chosen his own topic—"Woods," particularly furniture woods—has amassed a small private library on the subject, harassed the Handicraft teacher, and has ranged by proxy in pursuit of his subject through the Old World and the New, and is now about to romp through the matter of antique furniture. Then there is Crowther, who wishes to be a clock-maker and watch-repairer and is studying methods of time-measurement through the ages as a preliminary to a survey of modern methods and centres of manufacture. But there is little time for sitting back and taking a look at the whole class during lesson-time. Already there is a boy waiting for his rough notes to be marked, another who wants drawing-

paper, another who doesn't understand this or that—and one of the incorrigibles is spending far too much time painting a drawing of a pillar-box bright red.

The weeks go by. Some boys studying the postal services have visited the city's general post-office, others have inspected the police headquarters, those taking the British colonies have listened to a gentleman from Borneo and another gentleman from Nigeria.

Jones has been very busy. He has drawn a chart of the population changes from 1901 to 1946, and has found out that the age-groups 20-64 and over 64 are increasing while the groups up to 14 and 15-19 are decreasing. With a little assistance from the teacher he discovers why this is so. He is sufficiently interested to compare this text-book finding with observation in his own district, and he finds, indeed, that families are small and that old people are surprisingly numerous.

He then draws a chart showing the distribution of workers in various industries in 1924 and in 1937. He finds that there has been a decline in the numbers employed in coalmining, textiles, and ship-building, but an increase in the numbers engaged in electrical engineering, the manufacture of motor-vehicles, and entertainment. From his own observation and from inquiry at home he can verify this information. Within a mile of the school is a large firm of electrical engineers the date of whose foundation he can ascertain: in the city centre there are at least three large cinemas of recent construction. With a little encouragement he is thus able to understand how the work of scientists and inventors not only changed the life of Englishmen in the eighteenth and nineteenth centuries, but are continuing to do so to-day.

Jones also discovers where population is most concentrated in Britain and naturally finds that these concentrations occur in the industrial centres, so that he is once more reminded that Britain is a workshop country. He remembers from his lessons in Current Affairs that, since Britain is a workshop country, and since these millions of workers must be fed, it is essential for Britain to export goods in order to import food and live. Gradually a picture is being built up in his mind, a picture beginning in his own street, enlarging to embrace his city and then his country.

Finally, the picture extends to include countries overseas. He

compares the population of his own country with that of countries like India, China, and the U.S.A. He finds out the rate of increase in some Far Eastern countries and is brought to the problem of how they are to be fed and housed and clothed. He begins, in fact, to have a sense of the dependence of his own existence upon that of the rest of the country, and even upon the rest of the world.

It may be noted that the original topic outline has not been faithfully adhered to, that racial beginnings, the Black Death, and the Norman Conquest have not been dealt with. They have been found not of vital interest; at no point in the study of this topic did either teacher or pupil feel them to be either relevant or vital. Quite naturally, then, as matters of academic interest they were omitted.

A Boys' Group and "Police"

After preparing a large-scale base-map a group of boys explored the neighbourhood of the school to locate traffic signals and police-boxes. These were plotted on the map, and a sketch of a police-box was made on the group's discovery-books. A visit was made to a police-box, where a constable kindly described the work of the police in that area.

This was followed by considerable reading about police duties: patrol duty, traffic control, accident prevention, and crime detection. Notes made from reading and discussion were written up in the discovery-books.

The study of traffic control led to a visit to the Central Accidents Prevention Room, where road-maps were seen and the system of accident recording was explained. Study of the patrol-car led to a visit to the control-room and to an explanation of the 999 system of crime prevention.

From the city it was an easy step to the study of the Central Criminal Investigation Department at Scotland Yard and the organization of the police through Scotland Yard.

The group's next discovery was how the police were trained in giving evidence in court cases. This brought in the Magistrates' Court, or Petty Sessions, which in turn led to information about the State prison service.

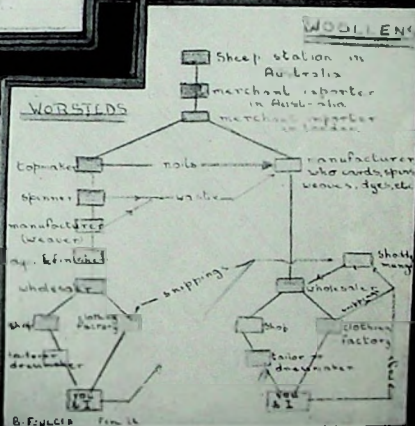
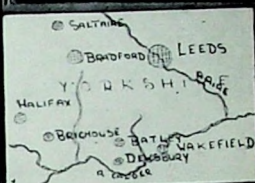
While this study and visiting was proceeding the boys were collecting photographs and pictures for a large wall-chart. Many of

The Processes of Wool

Since the original mine
on the north of England, the path to
the West Riding of Yorkshire, Leeds, Manchester,
Hull, and P. York became the most
important in the world.

The ... was ...
... ..
... ..
... ..
... ..
... ..

At the ship station
we had the ship's rigging
removed, a small deck as possible from
their place. Then with clipping machines
the work is quickly done from the
ship and would be ready to
be sent to the yard.

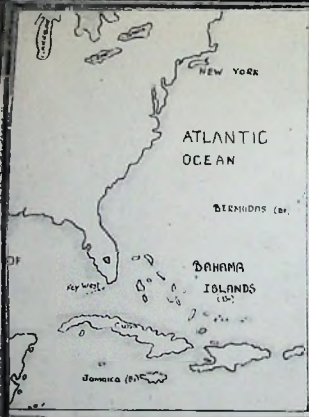
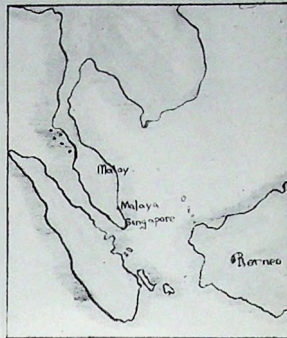


A BOY'S OWN RECORD OF CLOTHING TOPIC (1)

Bermuda v. Bahamas

Bermuda is one of the oldest colonies in the Atlantic Islands off the south coast of America settled by the Virginian Co in 1612 therefore it is the oldest parliament in the Commonwealth after the British.

The Bahamas were discovered by Christopher Columbus who landed on one of the islands in 1492 he thought he had discovered the Chinese Empire. In 1646 1st settlement, when salt making was begun in one of the islands and cotton planting in another.



Jamaica
Jamaica is the largest of the British West Indian Islands. The population is nearly 2 million people mainly of the African descent.

It was acquired by conquest. In 1655 Cromwell sent a force out to seize it from the Spaniards, not because he wanted a new colony but because he wanted to strike a blow at Spain.

Education has recently progressed in Jamaica very rapidly and the colonial legislatures are becoming more and more representative of the masses of the population.

Cotton

We know that cloth is made of yarn formed by spinning fibres together. It was the Eastern people, first discovered that the fluffy, white fibres from the seed-case of the cotton plant could be twisted into a yarn for cloth making. This was two thousand years ago. It was not until the 16th century that cotton goods became known in England. It soon became popular in this country. The people of India were called cotton weavers and the ships of the East India Company brought weavers and machines to England. Later, a young French cotton dealer, Robert de la Nolle, became so popular that the new fabric became known as the Indian manufacturing goods. They would be pulled out of business, so they persuaded the government to protect the French India Company by giving cotton dealers with this country.

COTTON



From the English weavers found their land all manufacturing cottons from a great cotton including hand grown up in Lancashire.

8. Footage 1. Page 26

A BOY'S OWN RECORD OF CLOTHING TOPIC (2)

these were generously given by a local newspaper in response to the boys' written request; and the City Police were most helpful in this, as in all matters.

A Girls' Group and "Housing"

The topic was introduced by a visit of inspection to a neighbouring estate, where council houses and prefabricated houses were being erected. The help of the Clerk of Works was enlisted in examining plans and looking round the estate.

This visit was followed by discussions on the advantages and disadvantages of the new houses as compared with the old. Other types of houses to be found in the district—back-to-back, terrace, semi-detached, and detached—were described. The influence of the Industrial Revolution on our town was illustrated by the narrow streets of houses clustered round the mills. The advantages of hot and cold water, gas, electricity, and indoor sanitation in the new houses led naturally to a study of the public services. After preparatory lessons in the science-room visits were paid to the waterworks, and to the gas- and sewage-works, where the by-products attracted a great deal of interest. Demonstrations of electric washers and cookers were watched at the Electricity Show Rooms as part of the Housecraft training. The question of payment for the public services through the rates and the method of assessment was raised in arithmetic lessons, and simple calculations were made. Reports and notes on visits were written up in English lessons. A film-strip was shown illustrating the different types of houses through the ages, and by this time the girls were ready to make their own booklet. For several weeks the special library periods were given up to searching for interesting material about houses in the district, houses in history, or houses in other lands.

A Girls' Group and "Dress"

As our city is the centre of the woollen trade and worsted industry it was natural for the girls to take as their starting-point clothes made of wool. For stimulation of interest in this topic a class-visit was made to the city's technical college. There experts demonstrated the processes through which wool passes from the sheep's back to yarn and cloth. Later visits were made to a well-known firm of

dyers and cleaners, to an up-to-date laundry, and to a modern mill. Letters arranging and returning thanks for these visits were written by the girls themselves.

Meantime the girls were busy collecting their own samples of woollen material, woollen mixture, and various types of yarns. With the help of the specialist art teacher each girl made attractive covers for her booklet containing her collection as well as illustrations for the text of notes.

Many points of local topography and history illustrated the rise of the woollen industry. Information was sought and obtained about the Industrial Revolution and the textile inventions, and this led some girls to a brief study of Factory Acts and social reforms. Modern developments in the woollen industry involved discovery of Empire and foreign sources of raw material as well as of markets and finance. For further stimulation and maintenance of interest a film provided by Wool International Publicity and Research was shown, while the Wool Textile Council lent an exhibition of wool processes to the girls for a week.

Art lessons were given to fabric printing and dress design. Later some girls turned their attention to dress in other materials—silk, rayon, and cotton—developing these along the lines of their discoveries about wool. Others painted pictures of dress and costumes of other lands and of olden times.

CHAPTER IV

THE TEACHER'S QUALITIES AND FUNCTIONS

Adaptability—Imagination and 'Negative Capability'—Interpreter and Integrator—The Necessity of Conviction of Democracy as a Creative Condition and Experience—Mediating Personality—The Psychology of the Teacher—'Guardians of Civilization'

The function of the teacher, however, is not merely to mitigate the heat of current controversies. He has more positive tasks to perform, and he cannot be a great teacher unless he is inspired by a wish to perform these tasks. Teachers are more than any other class the guardians of civilization. They should be intimately aware of what civilization is, and desirous of imparting a civilized attitude to their pupils.

BERTRAND RUSSELL, *Unpopular Essays*

The Education Act of 1944 is clearly designed to enable education to play a decisive rôle in the remoulding of society. . . . Thus it may well be that the teacher of to-morrow will find himself discarding the study of classroom pedagogy and substituting for it a knowledge of the social sciences.

W. O. LESTER SMITH, *Education in Great Britain*

WHEN subjects are taught in the traditional way as specialisms with a detailed syllabus the teacher's task in relation to his class and content is a comparatively simple one. He is in command. He dictates the amount of information to be absorbed in a given period, and the class is a single unit in the function of learning; the processes of teaching and learning go on with a lunar regularity and the rôles of teacher and class are as clearly defined as those of protagonist and chorus in Greek tragedy.

In Social Studies the scene changes rapidly. No longer is there a single mass activity, but, as we described in our last chapter, individual or group ones. The teacher is not a dominant figure; his part becomes much more complicated. He has to

guide, perhaps, as many as a dozen studies all of equal importance. Some pupils are writing original English compositions, others are referring to books—using the library—some are drawing charts and diagrams, others are cutting up illustrations and using paste, a few are asking "What shall I do now, sir?" and the inevitable incorrigible is quietly doing nothing. At the outset, then, infinite patience is demanded of the Social Studies teacher and that control of the nerves that enables him to remain calm while twenty or thirty pupils energetically devote themselves to a wide variety of tasks.

By its stress on the individual's own activity and the expression of himself in his work Social Studies fosters personality. Instead of a well-controlled class dominated from the front, coming alive to answer questions or to engage in a directed and uniform activity with individual personality expressing itself usually only as annoying irregularities, the teacher finds himself exposed to a score or more of crude young egos all quite legitimately but awkwardly expressing themselves. Moreover, since the teacher is committed to the belief that one must educate primarily through interest, he must not only not feel annoyed at the series of shocks, but must carefully and sympathetically study all these personalities. Discipline has to be flexible; there is no overt coercion. The teacher must abandon the comparatively easy rôle of the traditional pedagogue, with a carefully preserved distance between himself and his pupils, and develop a friendly and informal atmosphere. He must get to know his pupils as intimately as he can, and since contact with an individual pupil is often brief, this demands both adaptability and imagination.

The teacher's relation to his content, too, is more complex. The specialist in a subject knows precisely where he stands in relation to his material. Its various subdivisions are neatly catalogued in his mind, and the importance of this or that body of information has been carefully established for him through years of specialist training and through contact with other specialists whose minds move sedately in the cloisters of

academic abstractions. Their subject often tends to become a game, diverting in itself, but, because it keeps so much within its own sphere, it inclines to become a retreat from, rather than an observation post on, the world. Even as an observation post it affords only a blinkered view; the specialist may see the world only in relation to his own subject. It is true that he will have the stability of judgment that comes from stable references and an integrity that comes from an established viewpoint. But these viewpoints are generally too narrow and the integrities too easily won, leaving out as they do so many vistas.

We do not wish to minimize the value and charm of scholarship as a cultural asset to its possessor or the contribution it can make in research or the light it can throw on an aspect of a problem, but we do suggest that 'specialisms' are inadequate to our present task, which is to present, to take into account, and, if possible, to interpret the complex whole of the modern world. The teacher of Social Studies is essentially an interpreter, and as such it is more necessary that his intellectual equipment should have breadth than depth. He should have a working knowledge of History and Geography, some Economics, a keen interest in Current Affairs, an appreciation of the dominant rôle of Science, and a habit of approaching social questions with a scientific method of inquiry. Even more important are the cultural assumptions of the teacher, which will give orientation to his studies and interests and save him from being merely a collector of intellectual bric-à-brac. He must have a passion for truth, a hatred of obscurantism, an understanding of the causes of aggressiveness in the individual, and a desire to substitute for it intelligent viewpoints. He must feel imaginatively the sweep of man's history and its culmination in the present situation, such as we have tried to present in Chapter I. Above all, the teacher of Social Studies must have the ability to suspend judgment, to balance himself between doubt and certainty. His situation is that of the artist described by Keats who must have the "negative capability," the capacity "of being

in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason." It may be that in this age of change and uncertainty this is *the* consciousness, the fundamental attitude, which should be adopted by contemporary man. It demands a kind of faith which is present in the artist in his creative moments, a quality the shape of which has been divined but never anatomized.

The Social Studies teacher must see himself not only in relation to the world, but also to his own country. One part of his task becomes immediately clear, since the past years of national reconstruction have made plain to all, irrespective of political creed, the necessity of pulling together. The teacher can instil a sense of social responsibility, the truth that we are all inter-dependent and that the well-being of one is intimately bound up with the well-being of all, that it is imperative to give the maximum of service to the community. These are facts which can, of course, be insisted upon from pulpits, hoardings, on the B.B.C., and in the Press, just as they can be made the substance of an exhortation by any teacher. But surely they can best be demonstrated in Social Studies, which concerns itself so much with the relationship existing between men and the community and between communities! The method of group-work in Social Studies can itself be a microcosm of the give-and-take of a healthy social organism (Chapter VI).

The teacher of Social Studies, with his habit of inquiry, of scientific thought, with his desire for truth and his spirit of independence, will inevitably be a convinced democrat. He will see the same spirit and methods at work in our democracy as are present in his own professional field of activity, and he will cleave to both, since both contain infinite possibilities of creativeness and expression.

Our democracy is not a *system* of thought, and should not be defended as such; it is the sum-total of our national experience, created not only by the wisdom of great men, but also by the equally valuable mistakes of fools. It has evolved out of age-

long experiments by a dynamic process of mutation as natural as that of evolution and with a dialectic more profound than that of Marxism. In contemplating democracy we feel that it is a great æsthetic process, postulating a creative condition, on the plane of a whole population, similar to that of the poet or artist, who cannot, to save his life, define intellectually the experiences he sets forth, but knows that what he creates is true in the sense that it has a vitality of its own and can be the basis of further creation.

It may be remarked that all this tends to make us lose sight of the job in hand—the girls and boys we have to teach. How do we put all this over to them? In varying degrees, of course. Imperfectly in the Secondary School, better in the Grammar School, and, perhaps, almost perfectly in the County Colleges and Universities. But how to 'get it over' is only half the point. The other half is that the attitudes should be there in the first place. They may never be explicitly stated in the classrooms, but they will be implied in the personality of the teacher. As every teacher knows, it is not what he says in his prepared moments but the unguarded phrase and the tone of his teaching which is often the more telling, and it is his whole personality which stamps or fails to stamp an image.

It might be pertinently asked that further investigation be made into the type of image to be stamped, and into what likelihood there is that desirable personalities will be forthcoming to do the stamping. We must confess that adequate personalities may not be forthcoming, but they are more likely to be created by the conditions and objectives of Social Studies teaching than by older methods and subjects. It is the business of the training colleges to investigate thoroughly the qualities required and to see that they are as far as possible deliberately encouraged and cultivated. Meanwhile we quote Bertrand Russell in a talk in the series "Living in the Atomic Age":

The popular fear of intelligence is one of the great dangers of our times. If teachers and educational authorities had more

understanding of the sort of person the modern world needs, they could within a generation produce an outlook that would transform the world. But their ideal of character is an old-fashioned one. They admire most the sort of character which would give a man leadership in a gang of pirates, and if you say that commerce is a different thing from piracy, they think you soft and hope you are mistaken. All this is due to the persistence of old martial ideas that have descended to us from earlier ages. These ideas . . . were appropriate to an age of unavoidable scarcity, but are not applicable to our own times, when whatever scarcity still exists is due to human stupidity and nothing else. Although this is the case, most of us still prefer passion to intelligence, we like to have our feelings roused, we like to cheer and boo, we like to admire and we like to hate, we like to see things in black and white. Our whole mental apparatus is that which is appropriate to sending us rushing into battle with hoarse cries.

In addition to the academic and cultural qualities of the Social Studies teacher his personal qualities become much more important—that is, his personality, not as a member of a profession, but as a human being. In specialist subject teaching the teacher by his very methods is a protected personality. He not only sets the limits of what he will teach, but, to a great extent, he circumscribes his contact with his pupils. In Social Studies the relationship between teacher and pupil is much closer, far less artificial, and, for the teacher, more revealing. It follows that he must have a much greater knowledge of himself than was formerly necessary. He must know better “how to mediate his personality so that the tensions are minimized”¹ in the classroom. Since that personality is so important an influence on many young lives it might be useful to inquire into the vocational factors which could interfere with his maturation. An effort might be made to discover the special social and psychological problems of the teacher in his relation to society—society conceived regionally and nationally.

¹ W. A. Campbell-Stewart, *Philosophy, Psychology, and Sociology in the Training of Teachers*.

Such an objective inquiry concerning himself is beyond the range of the young teacher just entering the profession, and to the maturer teacher it would be an unfair burden. This is obviously a matter which should be investigated by the training colleges. The psychology of the teacher must have at least an equal place with the psychology of the learning processes and the psychology of growth.

In considering the function and qualities of the teacher of Social Studies we have been led to raise a number of large questions the answers to which cannot here be finally given, since they are bound up with the moral, cultural, and sociological changes of our own day. But it is significant that Social Studies gives rise to such questions. It confirms us in our belief that Social Studies reflects in education some of the most significant advances of modern thought, and we are convinced that Social Studies offers the teacher, and indeed by the vitality of its own principles *urges* the teacher forward into, the extended rôle which his own increasing social awareness will increasingly illuminate.

The contemporary teacher is not only an instructor, but also an interpreter, and to fulfil this latter function it is essential that he should have, in addition to an awareness of the social situation, an awareness of his pupils' own total situation—that is, their minds, their emotions, their homes, manners, parents, and ambitions. Only with this knowledge can the teacher satisfactorily pass from his adult plane of understanding to the immature one of his pupils' and in the passage translate terms of his adult world into those of a more youthful one. The more the teacher knows about social conditions the more fruitful will be his connexions with his pupils, and the more the teacher knows about his own pupils' place in society the more significant—for his work as a teacher—will be his grasp of social conditions.

CHAPTER V

CORRELATIONS AND SYNTHESIS

Social Studies a Cure for Departmentalism—The Limitation of Specialists—Synthesis must grow—Social Studies and English—Social Studies and Current Affairs

OF recent years there has been growing awareness of the dangers of departmentalization of knowledge and fuller recognition of the need for more correlation.

The spread of Social Studies is at once a sign of that awareness and an attempted remedy. Social Studies can be used as the core and synthesis of all humanistic studies in a school or college, and they can be of particular value in this way in Secondary Modern Schools and in County Colleges, where chief emphasis must be upon a working knowledge of the contemporary scene, where the motto ought to be "Survey for Service." But no full synthesis of humanistic studies can be made on paper merely or by imitation. It must, we believe, be a slow growth following the satisfaction of needs of teachers as well as pupils. Much may be learnt from successful experiments and achievements like those at Bishop Wordsworth's, Salisbury. But a particular school's synthesis must be a gradual development conditioned by the abilities of the staff and the whereabouts and equipment of the school.

Growth towards synthesis may well begin by attention to correlations between Social Studies and specialist 'subjects.' Teachers busy with their own separate subject scheme may have little time for finding relations with Social Studies. It is therefore advisable for teachers of Social Studies to circulate at intervals lists of the topics being studied by their pupils. Periodic staff conferences, too, may reveal connexions between

subjects and themes or projects not obvious to an isolated teacher. Teachers of Art and Crafts may be only too pleased to incorporate in their schemes models, charts, or pictures required by Social Studies. As it is most desirable that pupils should know how to draw diagrams the help of the Art teacher should be sought. If History and Geography are taught as distinct subjects beside Social Studies—generous staffing and other considerations may permit this—there must obviously be very close correlation, if only to avoid unnecessary duplication. In our own school, while we have no separate Geography, we give distinct training in map-reading and map-making, with particular reference to the neighbourhood, while a sense of time is conveyed by time-charts sometimes constructed in Art lessons. In our second year there is close correlation between Mathematics and Social Studies, which then consist mainly of transport topics. In General Science the first-year study of heat links up with the social effects of pasteurization and sterilization, while in the second-year air- and water-pressure relate to air- and sea-transport and convection to Topic 8, "Shelter." Nor would it be difficult to construct a course on hygiene to run concurrently with third-year health topics. It is English, however, which requires closest correlation with Social Studies. This can, as we shall now show, become so close as to constitute a real synthesis.

Social Studies and English

One of the difficulties of teaching English—in so far as English is concerned with language usage—is that, although it is a 'tool' subject, pupils will regard it as cultivation in a particular backyard, and the tools are rarely taken over the fence. 'Subject' teaching tends to immobilize the application of knowledge to a particular time and place which has its label and compartment on the time-table. One thinks of Pavlov's bell.

Teachers of English as well as Social Studies may be interested in this account of a correlation between Social Studies and

English where the latter was consciously made the tool of the former.

The correlation was made in the following ways :

(a) The formal 'composition' lesson was largely replaced by composition incidental to Social Studies.

(b) Oral composition was practised in the form of lecturettes and class discussion on aspects of Social Studies work.

(c) Library work was made to subserve Social Studies ends.

Literature, which included study of a class-reader, the B.B.C. Senior English II series, poetry, and silent-reading periods, was treated as distinct from the Social Studies and English scheme.

Social Studies requires increasingly through the school an ability to extract information from books, write it down in abbreviated notes or jottings, and construct short, originally phrased compositions on those jottings. Although in the lower and middle school illustrations of subject matter with a minimum of written accounts of a few not necessarily integrated sentences may be accepted, in the upper school a good measure of proficiency in writing short, original compositions from given data should be attained. To develop this faculty, and to ensure that accounts are not mere copies from books, the teacher should insist on information being written down first in abbreviated note-form and the boy's own composition appearing below that, the latter being written with no reference book to hand. Sometimes the whole class would copy from the blackboard notes on a basic aspect of Social Studies work from which they would have to construct a composition rearranging the given facts in the most logical sequence. Another method was to allow the class to play at being reporters. The facts about an accident reported in the newspaper would be given to them as they in their rôle as reporters on the scene might have received them. Then, bearing in mind the editorial requirements of accuracy, simplicity, and conciseness, they would

write up an account suitable for publication in a newspaper. These accounts would then be compared with that appearing in the newspaper. Class criticism of individual efforts was invaluable.

Lecturettes, for the practice of oral composition, were given by rota, two or three boys speaking each week. At first lecturettes were limited to three or four minutes, but most boys were soon confident enough to speak for as long as ten or fifteen minutes. Each speaker was allowed to have with him a paper bearing only the main headings of his talk. Sentences had to be constructed extempore. Boys were encouraged to display illustrations and to use the blackboard, provided that the illustrations did not become a substitute for speech. After each lecturette the class were invited to discuss the speaker's matter, his arrangement of facts, sentence construction, and delivery.

Library work was an essential part of the scheme. Perhaps it needs to be emphasized that for library training to have its full impact it is essential to have, not only a collection of carefully chosen books, but a collection which is catalogued and grouped under some recognizable and stable system of classification. The ability to use books is a foundation of Social Studies work. The following are some aspects of library training covered in the Social Studies and English scheme:

- (a) The parts of a book: contents, title-page, index.
- (b) Producing a book: author, editor, publisher, printer, bookseller.
- (c) Fiction and non-fiction.
- (d) The public library.
- (e) Types of reference book: encyclopædia, dictionary, biographical dictionary, Whitaker's *Almanack*.
- (f) Using the index.
- (g) "Is this book any use to me?" When was it written? 'Skimming' a book.
- (h) Book classification: preparation of book-cards.

One danger revealed itself in this correlation. If written work is confined to Social Studies themes there is a possibility of a decline in the power of imaginative writing. So much of Social Studies is concerned with matters of fact. To offset this it is necessary to set at least two imaginative compositions in each term. Another possible objection is that another branch of writing—letter-writing—is not exercised. In fact, there is much scope for letter-writing—to firms and organizations like the National Coal Board, etc., requesting information—but the more formal kinds of correspondence need to have separate exercise.

Examinations were given designed to test the boys' ability to use English as a 'tool' subject. Here are some of the questions:

1. From the two books given you find out all you can about the following subject: Cape Colony.

(a) Write down your facts in note-form.

(b) Write up the information you have in (a) as a connected account, taking care to write in paragraphs.

2. From the following notes construct a composition of not more than 150 words on Korea:

At one time part of the Chinese Empire—later occupied by Japan—38th Parallel, dividing line between Russian occupation and American, now border between North and South Korea—Korea is peninsula south-east of Manchuria—capital Seoul—North Korea Communist, South Korea under American influence—North and South big wheat-producing area—100 miles by sea from Japan.

In Question 1 the reference books had to be handed in on completion of part (a) of the answer to ensure that (b) was an originally phrased composition. As many marks were given for (a) as for (b). Broadly speaking, (a) was taken to reveal ability to use a reference book and sift information, (b) ability to

arrange the facts in good order and express them concisely. The class were not familiar with the books used and had not had any instruction in the subject of the question during the previous year. Here is an answer to Question 1 given by one of the more intelligent boys:

1 (a) *Notes on Cape Colony*

Page 220. Cape Colony became British in 1815.

Page 129. Cape Colony started in 17th century by Dutch East India Company—decided to make a settlement. Country fertile—good for cattle—Year 1800, 15,000 Dutch living in Cape Colony—called Boers (or farmers)—made slaves of black inhabitants. Napoleonic War—both England and France wanted Cape Colony—prevent English ships from going to India.

Page 130. England sent fleet to the colony—after war England kept colony—English settlers formed new Government—Boers complained about new Government. 1833, Act of Parliament abolished all slavery in her dominions—Boers started trekking to find new home—1836, Great Trek of the Boers—made settlement of Orange Free State. After Boer War the states Natal, Orange River Colony, Transvaal formed part of South Africa.

1 (b) *Composition on Cape Colony*

In the year 1815 Cape Colony became British. It was very convenient for British ships going to India to take on board the ship fresh supplies.

The Cape Colony was started by the Dutch East India Company in the seventeenth century. They decided to make a settlement as the earth was fertile for growing corn and keeping cattle. In the eighteenth century there were 18,000 Dutch living in Cape Colony. These Dutchmen were called Boers (or farmers). When they had settled down they made slaves of the black people, who had lived in the land before they came.

When Napoleon was at war with England he thought that if he could gain control of Cape Colony he could stop ships from reaching India. England also thought of the same idea. The venture succeeded and after the war England was allowed to keep Cape Colony.

After the war English settlers formed a new Government, but the

Boers did not like it. The reason was that the Government would not let them keep the slaves they had. At first the Boers did not take much notice until the Government in 1833 passed an Act of Parliament that all slavery was to be abolished in the colonies.

Then the Boers started trekking to places far away from Cape Colony. Some of the Boers stopped at the Orange River and formed the settlement called the Orange Free State. When the Boers started to leave the Cape Colony in 1836 it was called the "Great Trek." Thus from Cape Colony sprang South Africa. After the Boer War the states Natal, Transvaal, Cape Colony, and Orange River Colony came under British rule. The states Cape Colony and Orange River Colony came under British rule first and the Transvaal and Natal came under British rule after.

There were also library questions to test familiarity with and ability to use different types of reference books.

As a result of the year's work in this correlation it was found that there was an increase in the fluency of the boys' spoken English, a marked self-confidence in addressing their classmates (which is by no means common), a uniform assurance throughout the class in handling reference books, and a higher level of performance in extracting and using information to build up original compositions. Coupled with this was the normal increase in the proficiency of their language usage. Nothing had been lost by this correlation. From the point of view of a Social Studies teacher there had been appreciable gains. From the point of view of the English teacher? Perhaps the most important success of all, for whereas before knowledge of language usage had tended to be applied only within the range of English as a subject, that knowledge was now being applied in the much wider sphere of Social Studies. Since the latter has such an immediate and varied contact with the everyday life of the boys it was felt that they were leaving school, not with a knowledge of English to be used on infrequent academic occasions, but as an implement to be used all day and every day.

Although in the foregoing account of the correlation with English, Literature has been excluded, it must not be thought that it can have no place in Social Studies. The cultural influences of Literature have helped to make the personality of the teacher, as we make clear in Chapter IV, whether he works in a Grammar or Secondary Modern School. Moreover, we envisage a close interaction of Social Studies and Literature in the Grammar School in the appreciation of Literature which shows the influence of social conditions. We think of Charles Dickens, for example, or the conditions of the Elizabethan stage—the status of actor and playwright—and their effect on the drama of Shakespeare, Ben Jonson, Beaumont and Fletcher. There are fascinating possibilities in a study of the economics of Grub Street, the social and political life of Johnson's and Boswell's London, the social factors that helped to give rise to the Romantic poetry of the early nineteenth century.

At whatever level Social Studies is taught Literature is invaluable as an agent for introducing personality, either directly in biographies of great men or indirectly in the creation of scene and character by novelist, poet, or playwright. In Chapter III we speak of the adolescent's capacity for hero-worship and his sense of adventure. To nourish this emotional life is the business of Literature. Into a Social Study of the U.S.A., therefore, we could introduce at the appropriate time an account of Stevenson's journey to California or a short story of Nathaniel Hawthorne, giving some idea of the life of pioneering America.

In the Secondary Modern School Literature can often assist to paint a scene more vividly. In a study of the Industrial Revolution, for example, not only Dickens, but also Arnold Bennett, is very useful. There are many extracts to be selected from H. G. Wells, and J. B. Priestley's *English Journey* is crammed with easily digested sociological material about modern England.

Social Studies and Current Affairs

There is a tendency to regard Current Affairs as a separate subject, but inasmuch as they concern themselves with the life and work of man—as inevitably they do, whether the topic is the Korean war or a dog-show—they are a part of Social Studies. A survey of a good national daily or of an issue of the *Radio Times* or *The Listener* will give examples of Social Studies themes spotlighted by Current Events.

Integrated with a Social Studies scheme Current Affairs are most valuable as demonstrating to pupils the contemporary and vital application of their own studies. They afford too a means of presenting concretely an abstract subject. For example, the fourth-form topic noted in Chapter II, "Forms and methods of government: the democracies; totalitarian states," with the help of Current Affairs can be explained, not in terms of political philosophy, but demonstrated most vividly in the light of the many events which are constantly occurring to illustrate differences between democratic and totalitarian Governments.

For the top forms of Secondary Modern Schools the guiding principle should be that those topics should be selected which bear on the major economic and political problems of our day—that is, those problems which are constantly in the air, that affect every home in the land, and are likely still to be current problems when boys now leaving school reach manhood. For example, the split between East and West, the division between democracy and totalitarianism; the world's food shortages and agricultural and irrigation problems; the dollar 'gap'; the difficulties of Britain as an exporting country; the development of Africa. We should not hesitate to treat of subjects because the ideas involved in them cannot be fully understood, nor should we be afraid of implanting an idea because it needs a mature intelligence to grasp it fully. One of the pleasures of living is that ideas at first dimly or partially apprehended silently receive their accretion of experience, and years after

their initial acceptance shine out in the mind in the full splendour of complete illumination. In Current Affairs we can implant, at least, some hierarchy of ideas, some sense of relative importances—for example, that the world food situation is more important in the long run than the struggle between East and West; that democracy is a better form of government than any other; that social responsibility is always a virtue, but that patriotism is often suspect; that intelligent tolerance and the attempt to understand the other man's or the other nation's point of view is better than an aggressive insistence on one's own.

With top forms especially Current Affairs are valuable since they can play an important part in the fundamental process at work in the final year—the gradual introduction of the pupils to the world of adult work, which they are soon to enter.

For the teacher there is much satisfaction to be obtained in the teaching of Current Affairs if only because they are so eminently teachable, being in their nature vivid with topical appeal and even, at times, sensational; and there is usually easily obtainable illustrative material in the form of pictures, charts, and diagrams. We think particularly of the publications of the late Bureau of Current Affairs, so wisely chosen in subject that they will remain of vital interest for years to come. A glance, by the way, at the list of booklet titles published by the Bureau in the past few years will give the newcomer to Current Affairs teaching a clear idea of what is important and significant, politically and economically, in the Western world to-day. We should also mention here as being particularly useful to the teacher of Current Affairs some publications of H.M. Stationery Office, *Keesing's Contemporary Archives*, and "Background to the News" (*News-Chronicle*).

Finally, we must mention the chief source of satisfaction to the teacher of Current Affairs—that is, that he is given an excellent opportunity for exercising his function as a 'mitigator of current controversy.' He may bring a few of the heated controversies of the day into the classroom, produce with the

help of his class the facts on both sides of the dispute, and in an intelligent appraisal of the facts arrive at a wonderfully calm answer.

This question of debate brings us to the second way in which Current Affairs is a correlating subject. It correlates particularly with English. In the preparation of material for a debate there are the occasions for purposeful written composition, library work, and the orderly arrangement of facts; in the debate itself much practice in clear and concise oral expression. There is no need here to go into the technique of staging debates; our point is simply that in Current Affairs are to be found the subjects which raise debating from the level of an exercise to that of an interesting and vital activity.

In addition to debating, Current Affairs correlates with English in the study of newspapers, which is a necessary adjunct to Current Affairs. It will be necessary, for example, to study the use of the headline and the reasons for the variation in the reporting of news-items of a political nature, the different connotations found by different newspapers for the same word—we remember the word 'devaluation.' There is scope for some interesting vocabulary work and use of the dictionary. Some pupils might discover that at least one newspaper rarely uses words of more than two syllables, and they might pertinently ask what kind of ideas can be adequately discussed with such a vocabulary. This kind of work is of great value during the last year at school since by it we are not only acquainting pupils with their environment, but also helping them to regard it with a critical eye.

We should like to conclude this section on Current Affairs by giving a question paper set to boys of 14-plus of our own school during the year 1949-50 as an indication of the level at which we have taken Current Affairs:

1. What is (a) the Sterling Area? (b) the Reserve?
2. List the following countries in order of their steel production: France, Belgium, United Kingdom, U.S.A., U.S.S.R.

3. Give one cause of the difficulties in which the British film industry finds itself.
4. Give one reason why Marshall Aid has been given.
5. In what country during 1949 has Communism made the greatest advances?
6. What causes the Dollar Gap?
7. Name five signatories to the Atlantic Treaty.
8. Give the names of four countries behind the 'Iron Curtain' other than the U.S.S.R.
9. What is Malaya's most important product?
10. What is the name of (a) the President of the U.S.A.? (b) the Secretary-General of United Nations? (c) the British Minister for Foreign Affairs? (d) the island to which Chiang Kai-shek's forces are confined?

CHAPTER VI

NEIGHBOURHOOD STUDIES

Some Definitions—Theoretical Justification: Self-education; the Unification of Knowledge and Experience; Links created with the Real World; Patriotism implanted—The Description of a Neighbourhood Study "Operation Greengates"

In the *Journal of Education* of November 1950, devoted to Social Studies, Mr Alexander Farquharson makes a useful clarification of the terms Social, Local, Field, and Regional Studies. We have, in our chapter on Methods (Chapter III), advised the use of the locality as a starting-point in many Social Studies topics, and we have shown how a topic like "The Police" or "Dress" can be developed from its local roots to much wider applications. But in this chapter we are using 'neighbourhood studies' in the terms defined by Mr Farquharson as indicating (a) studies of a limited region, and (b) local studies that lay stress upon a synthesis of the knowledge obtained in various fields.

Our purpose is to show the suitability of neighbourhood studies in the above senses for pupils of the so-called extra-year in the Secondary Modern School as well as for older adolescents in other types of schools or in clubs. We shall first give the theoretical justification. This will be followed by an account of a successful application of these principles by a group of fourteen-year-old boys.

The pedagogic and cultural merits of neighbourhood studies have been most clearly summarized by the distinguished architect Sir F. C. Mears in his preface to the *Regional Survey Method in Education*, which unhappily is now out of print:

The method of Regional Survey is not a new and difficult

specialized study to be squeezed into an already overcrowded curriculum; on the contrary, it provides the teacher with a means of showing the real unity underlying geography, nature study, and history. Geometry next escapes from the book, and is true to its name once more; in alliance with drawing, mathematics, and composition it helps the children to record and interpret their environment. Their first little world of home, street, sweet-shop, cinema, school, and playground becomes vastly enlarged, and, as the survey progresses, more and more a real microcosm.

First, then, note that we are not intruding any additional subject. A regional or neighbourhood study is a field for the cultivation of self-education. Exploration of the environment proceeds from the known to the unknown, from the near to the far, and from now to then. It is a natural process of 'establishing relationships,' which some psychologists maintain is the essence of intelligence. It is therefore a method particularly suitable to the adolescent, for he or she is at that stage reaching out from the familiar to wider knowledge and fuller experience, is growing more conscious of new powers and new interests. A regional study will provide opportunities for new growth and interests that are not merely novel or artificial, but are natural and creative; not imposed from outside, but developed from within.

For all that has been written about the need of basing education upon real interests of boys and girls it still remains necessary to stress this point. Anything learnt against the grain, anything hammered into a recalcitrant mind, is fundamentally useless, even though it may help the victim to a scholarship. His real life or being will take its own course according to its intrinsic nature. The educator's task is to allow that process freedom and to guide it into positive, creative ways. The neighbourhood affords a wide choice of real interests. Some lads will naturally want to explore the industries, some the characters of the local people, others the geographical or housing lay-out—that is, the famous trilogy of folk, work, and place has different attractions

for different natures. Some girls may be most interested in nursing (leading to a survey of public health), others in the provision, preparation, and distribution of food, and some, perhaps, in the schools and churches of the neighbourhood.

The next merit of neighbourhood studies is their value as unifiers—means of integrating 'subjects.' It is a lamentable fact that thousands of boys and girls have never, even in the Grammar Schools, been led to the thrilling discovery that (in Roger Bacon's words) "all the sciences are connected; they lend each other material aid as parts of one great whole." The adolescent who studies the public transport of his city or the roads and paths round his village will discover that the present has grown out of the past (history), while events have always had location (geography); he will almost certainly be using his hands in making models or maps or pictures, while recording his findings employs 'English' and probably some mathematics. And while each student is in fact and practice using several skills and studying a number of 'subjects' involved in his selected 'project' he will also be led to see the connexions between his findings and those of fellow-members of his group. Periodically too a spokesman from each group should report to the class as a whole, while towards the end of the term the work of all the groups should be assembled and collated for presentation as a body of integrated knowledge.

Another advantage of neighbourhood studies for the 'extra year' is that the school and the outside world of work and folk are closely related. A group or two should be allowed to spend part of each day outside school studying some specific portion of its project. The school would be better regarded as a place for recording, relating, and arranging the various discoveries rather than as the place for attempting to study the neighbourhood. Once warmed up to his search the student will doubtless want to do some work on it at home, in the evenings and, perhaps, in the holidays. For he will have come to realize that the rigid distinction between school-work and the world's work

was artificial. We may even dare to hope that the student of neighbourhood will carry that interest beyond school days. He will, at least, have acquired in his final year at school a technique for using creatively the increased leisure now demanded by all, but wisely spent by few.

Patriotism has its roots in love of home and neighbourhood, but it needs to grow in knowledge as well as in sentiment. The adolescent who has been encouraged to study the folk, work, and place of neighbourhood can scarcely fail to see the present as the embryo of the future. And with that vision it will not be too difficult for him to appraise plans put forward for the development of his city, town, or countryside. He will have done 'civics' without knowing it, and will be furnished not only with information useful for a citizen, but with a method of envisaging and tackling social problems.

Having put the theoretical case for the value of neighbourhood studies for young adolescents, we now venture an account of a regional survey undertaken by a group of fourteen-year-olds. We are indebted for the substance of this to Mr H. Charlesworth, who guided the project. The survey was called "Operation Greengates," the location being the name of a large village on the outskirts of industrial Bradford.

"OPERATION GREENGATES"

THE PLAN OF THE SURVEY

The Scope of the Project

A topographical, historical, industrial, political, social, religious, educational, and economic survey of the village to be carried out over a period of some months.

The General Method of Operation

1. An introductory talk outlining possibilities, followed by a preliminary visit to 'spy out the land' in a general sort of way.

2. Division into small groups, each to take some department of

the survey—for example, industrial group, essential services group, etc.

3. Visits, sometimes of the whole group, sometimes of committees, to various places of interest for the collection of information and material.

4. The preparation of maps, charts, diagrams, reports, sketches, models, and photographs for the various aspects of the survey.

5. A general population survey, with stress on their political, social, and leisure activities.

6. The drawing together of the various 'threads' into a more or less coherent whole by means of an exhibition of the results of all work done.

Preliminary Organization

During the first lesson the scheme was outlined to the class, and the following committees were formed and held meetings to lay rough plans: Topographical and Historical, Industry and Occupation, Religion, Leisure, Essential Services, and General. The chairman of the General Committee was Mr Charlesworth, and its members were all chairmen of other committees.

The chairmen for the committees having been chosen carefully, the rest of the boys were given a free choice according to their personal interests, numbers on each committee being apportioned with a view to the weight of the prospective work.

Assignments for Committees

Topographical and Historical: location, growth, and development of village and population, places of historical interest, recent housing schemes, to be expressed by a series of maps, charts, diagrams, photographs, etc.; examination of documents, books, etc. bearing on this aspect of the survey.

Industry and Occupation: factories, trades, farms, unusual occupations, stress on textiles, connect with outside world *re* raw materials and exports. Here maps, pictorial matter, samples, etc.

Suggestions for an Exhibition Lay-out

Each section to produce a panel setting out its work in orderly fashion, and the whole to be mounted on large sheets of cardboard, centred on the 'Statement of Objects' panel.

List of Panels

History, Industry and Employment, Religion, Politics, Leisure, Essential Services, Model of a Village.

In addition a diary was to be kept, and whenever a visit was made a report was to be made by one of the boys and recorded therein.

THE SURVEY IN OPERATION

Late in October 1948 the project began. The committees were formed, there was general discussion within each committee, rough plans were made and either approved or amended by the General Committee, and the preliminary walk round the village to 'spy out the land' was taken. But let the diary speak for itself:

October 28, 1948. Preliminary walk round village. From 10 A.M. the whole group was visiting the Church of St John the Evangelist under the care of the vicar, who took considerable trouble to explain the history and many points of interest about the church. It is hoped to follow up this visit with exercises of various kinds—for example, the writing of reports, an attempt to reproduce one or two of the stained-glass windows in Art lessons, and some diagrammatic work showing the lay-out of the church and the symbolism attached thereto. An extremely pleasant and interesting first excursion.

The various committees began to function. Letters arranging visits are written to local firms, a farmer, and the Co-operative Store. By the beginning of November work had started at the church on producing the design of the stained-glass windows and carvings, the Co-operative Store had been visited and much information obtained about food sources and supplies to the neighbourhood; the Religion Committee had interviewed the local Methodist minister about the history of local Methodism.

By December 2 visits had been made to a local textile-mill, a farm, and a dyer's, and a questionnaire had been prepared, launched on, and returned by the population with the help of the whole school. Reports on visits had been written up and the results of the housing survey had been collated. Plans had been made and materials gathered for the construction of a model village. Various population graphs had been completed.

The diary entry for December 9, 1948, records that there was some interference from preparations for the Christmas concert, but that there had been offers of work during the holidays and arrangements for this had been made.

There follows the entry:

Christmas Overtime. The first two sessions were devoted to finishing off certain pieces of work and preparing for mounting. The following panels were mounted: Farming; Housing; Population Survey; Textile Operatives; Cleaning Processes at Martin's; Letters to write; Historical Notes.

The cement base of the model of the village was prepared and put into place on the tray ready for the addition of the various parts to be made after the holidays.

By February 2, 1949, most of the work was finished, the model of the village had been completed, and the following panels mounted: Methodist Churches; The City provides; Exports and Imports; List of Visits; Personalities we met; The Liberal Club; 'Fun finding out.'

The exhibition which followed attracted widespread attention and for a period was displayed in the Public Library in the city-centre, receiving comment in the local and national Press. It was, in short, a very great success as something to look at capable of attracting intelligent, adult interest.

Much more important, however, the project had demonstrated the educational value of neighbourhood studies. A very great amount of information had been collected in a short space of time by a few boys. This, of course, indicates a commendable industry, but the point here is that the industry was not compelled from above, but came from the boys' own interest. Incidentally, during the four and a half months taken by this course more than five hundred hours of overtime were voluntarily worked by the boys. It will be noted that at the outset of the scheme pupils were allowed to attach themselves to that group with which they felt they had the most affinity. Further, since the area of each group's field of activity was only generally

indicated each item of information gained after the initial impulse was a genuine personal discovery, leading into other discoveries, until finally a whole area of knowledge had been charted. The significance of this is threefold.

First, that the spur to discovery had been interest, and because "where there is interest there is memory" a great deal of knowledge will have been retained. Secondly, the interconnectedness of this knowledge had been shown—for example, that the local Co-operative Store depends for its existence on, at least, geographical, historical, and economic factors. Not only had this interrelation been shown for the pupils, but another kind of interrelation had been demonstrated for the teacher—that however familiar, prosaic, and parochial the fact or object started with, it is linked with the unfamiliar, the strange, the exciting, and even the exotic. In other words, the village can become a microcosm.

The third significance is that pupils had made their own discoveries. The result, for each individual engaged, bore his own imprint. He had been taking part in that most valuable of human activities—an æsthetic activity with its double flow of energy, the going out to an object and the return reinforced. As we pointed out earlier in this chapter, in a project of this kind, as, indeed, in most of the individual and group work of Social Studies, we are providing something of greater value than a body of knowledge. We are helping our pupils to realize that creative interest in the outside world is within the capacity of nearly every one, and we are also giving birth to the possibility that this kind of interest, which has a civic as well as a personal value, will be carried into adult life.

This kind of work, particularly for adolescents, has also great psychological value in that through it they can acquire confidence in confronting the world of work, in which they must shortly find themselves. Instead of being thrust from the shelter of school and childhood into the bustle of adult industry they can, through neighbourhood studies, be introduced to it

gradually. During the course of "Operation Greengates" the boys not only saw many different kinds of work, but every boy met at least a dozen important local people. It is a peculiar virtue of neighbourhood studies that the contacts provided are not passive—the boys were not mere spectators. They met the adult working world on terms at least approaching equality in a purposive and business-like contact—for they too had work to do.

Finally, here are some comments, unedited and unprepared, by several of the boys who took part:

By a boy who was rather solitary and somewhat antisocial:

It was grand to have a job to do, and be left alone to get on with it.

From a steady, practical type whose 'brains are in his fingers':

I enjoyed making the models and seeing the sorts of machinery in the mills. It was a lot better than writing in a book or listening to the teacher telling us about such things.

From a brighter type, a natural leader:

I thought it was smashing being chairman of a committee and being able to plan our panel and what we should do for it. Much better learning about what happens outside the school and really going to places to see for ourselves.

From the head of the 'Art Group':

I was a bit fed up about having to do another year at school, but Operation Greengates has been great fun. The best part of all was going to the Parish Church and reproducing the stained-glass windows.

From a quite ordinary chap who had nothing to make him stand out from his fellows:

I have enjoyed this project very much. I have seen all the factories at work, and been able to see what kind of job I want. [He got it later.]

From two other boys:

I have learned a great deal about how other people live and spend their spare time. I shall know better how to spend mine when I leave school and grow up.

This was the best six months I ever spent in school. I don't think we were bored for a single minute, and I got a very good job out of it all as well.

CHAPTER VII

SOME SCHOOL BROADCASTS AS SOCIAL STUDIES

Series that are Social in Content and Aim—Methods of using these Series—The Actual Use of "Science and the Community" and "The World of Work"

In the Ministry of Education's stimulating pamphlet No. 16, *Citizens growing up*, is written:

Much school listening is casual and unprepared and unrelated to the rest of the curriculum. The time-table in Grammar Schools, and sometimes in other Secondary Schools, is too rigid to permit the incorporation of broadcast material. . . . At the broadcasting end there is now an increasing realization of the social importance of 'wireless' lessons. The various series are now less closely attached to subject instruction and they deal increasingly and with increasing effectiveness with problems of life in the community seen through vividly imagined situations.

Taking the last of these observations first, we believe that the series referred to as dealing with problems of life in the community are a great help to teachers exploring the possibilities of Social Studies in our Secondary Schools. In much of the current discussion of Social Studies it is too often forgotten that the term 'social' is meant to carry significance. If what passes for Social Studies does not place first emphasis upon the life and work of people in various communities at various times it ought to be called by some other name. Certain school broadcasts have of recent years deliberately informed listeners of the facts and problems of life in a community and have therefore the right to be called Social Studies. Chief among these have been the series: "Citizenship," "Panorama," "Current Affairs," "Science and the Community," "How Things began,"

"Travel Talks," and—most recently—"For the Fourteens" and "The World of Work." There are two principal ways in which one or other of such broadcasts may be used in a school's Social Studies course. It may be used in whole or in part to supplement the school's own scheme or it may furnish the focus or integrating theme of a term's or year's work in Social Studies. In the first case the broadcasts are fitted into a course previously planned; in the second the broadcasts themselves initiate and shape the evolution of a course.

For some years past we have employed the first method with the series "Travel Talks" and "How Things began." Before we even thought of using these talks we had planned our first-year Social Studies course round the topics of Hunting, Herding, and Cultivating—here and now, there and then. The "How Things began" series fits in with these topics, forming a basis on which to build and a background on which to fill in detail. The talks also point forward to topics which our pupils will study in later years: minerals, clothes, houses, language, etc. The introduction to scientific classification and terminology, largely through excellent visual aids, makes more background and correlating material, while the book-lists and the notes for the class-teacher are invaluable. It is, we believe, one of the virtues of school broadcasts—as of Social Studies generally—that they challenge the teacher to continue his own education!

Of the series "Travel Talks" it may be said, "But this is simply Geography." So it is, but it is live Geography, bringing travellers and natives into the classroom, giving vivid pictures of how different folk work in different lands, so stimulating the imagination and providing comparisons, contrasts, relationships, as well as authentic information. "Travel Talks," through vivid presentation and vicarious experience widens the special horizon, while "How Things began" extends the realization of time.

With the second method of using Social Study broadcasts we have also experimented. During 1949-50 the senior Science

master and one of the present writers took with a fourteen-year-old class the series "Science and the Community." We allowed the series itself to suggest to the boys what topics they might study each term. Before the series began we discussed with the boys the whole term's broadcast programme, which was entitled "Science stocks the Larder." Then the class divided into five groups to study five distinct but related themes: (A) Our Local Food Markets, (B) Farming To-day, (C) Production and Distribution of Milk, (D) Families' Feeding Habits, and (E) Food in Tins. Each of these topics was directly served by a group of broadcasts, while all were linked together by the series as a whole (see diagram at p. 31). The talks were supplemented by the well-illustrated pamphlets, by outside visits, library books, and discussions. Visits made by groups included some to local Food Markets, one to a farm, one to a pasteurization plant, and another to a famous firm of food-canners.

Each group reported to the whole class, so that the unity of the term's work was maintained. The senior English master readily co-operated by providing library books and by offering as subjects for written and oral composition themes connected with food production and distribution. Some lively class discussions included: Can Britain grow all her own food? Are we better fed now than we were in 1939? What would happen to our larders if we lost contact with the Americas? What effects has modern transport had upon the consumption of fruit, vegetables, milk? Is food rationing still necessary?

In all this busy term's work our Science teacher was able to explain and supplement the technical information given in the broadcasts, while his colleague's function was to guide the development of each group's topic and to integrate the work of the various groups. In the spring term the broadcasts were in three sections headed: Power for the Factories, Science and Transport, Distance no Object. Again, after discussion of these themes the boys chose four topics: (a) Discoverers of Power, (b) Power and the People (growth of industry, population,

Factory and Education Acts, 1760 to 1944), (c) Modern Transport, and (d) Telecommunications. In the summer term the broadcasts were on Materials for the Home, and they initiated and connected the following topics: (a) Houses (materials, types, location), (b) Wood (related to the Woodwork lessons), (c) Lighting and Heating of homes, schools, etc., (d) Furnishing (related to the broadcasts "Looking at Things"). (See page 31.)

Was it all worth while? We agreed that it was. Success was not achieved in all topics; Families' Feeding Habits proved too difficult. Some boys were too dependent upon their neighbours in class, others too ready to copy down information without digesting it. But the boys worked with a will and compiled some very interesting Records of Discovery, which they clamoured to take home with them when they left school. Their discussions and questions assured us that they realized they were discovering real, useful facts about the world of work they were about to enter. And even if—as was quite likely—they might soon forget much of the information they had attained some awareness of social life and some appreciation of relationships which might well grow into adult wisdom and responsibility.

The broadcast series "The World of Work" (1950-51) merited perhaps more than any other school broadcast the name Social Studies. It fulfilled nearly all the aims listed in the School Broadcasting Council's pamphlet on Social Studies in Secondary Schools (p. 18). And it proved to be very adaptable to the pursuit of individual, group, and class topics. Before the series began the term's programme was discussed with a class of fourteen-year-old boys. The following topics were suggested: (a) The Life and Work of Policemen, (b) The Miner's Job, (c) Railway Workers, (d) Our Postal System, (e) Scientific Food Production, (f) Modern House-building. A free choice of a topic from this list was given to the boys, but where the choice was obviously unsound an alternative was allocated. While each boy pursued his selected theme or topic

the class as a whole listened to all the broadcasts, so that the various topics were linked and a general background was gradually sketched in. Background and topic were supplemented by outside visits, talks, films, and lecturettes. The Youth Employment Officers who came to advise the leavers in this class were struck by the intelligent interest displayed by these boys in the nature of different jobs as well as in the qualifications required. At the same time the boys were guided in the appreciation of what makes a good broadcast. These comments show at least the beginnings of sound judgment of matter and manner:

I think that the broadcast called "Building a House" was the one I liked best. Why? Because it gave the different stages: it started with the foundations, then the framework, and so on. Also there was variety in the speaking. The bricklayer spoke, carpenter spoke, plumber, electrician, painter and decorators, all of them spoke; they told about the different jobs they did. The plumber told us he puts in the pipes, bath, washbasin, etc.; the carpenter puts in cupboards; bricklayers the foundations. And all spoke clearly and distinctly. I thought it was a very good broadcast indeed.

The broadcast I liked best was the first one, called "Measuring Yourself for a Job." It was interesting for people ready to leave school, and they could ask themselves the questions the man gave us. There was more than one speaker and that made it more interesting than just listening to one all the time. The questions given made you think; maybe you wanted to be an engine driver, but you must think about your health. The man who spoke was an Employment Officer himself and he knew what questions we must ask ourselves.

At the end of the term the following test was given to find out how much of the complete series was being understood by the class as a whole:

1. State in five sensible questions what you should ask yourself when choosing a job.

2. Give in full the correct address of your local Youth Employment Office, and name two of its officers.
3. Explain clearly the difference between wool and worsted yarns. Complete: Our city is the centre of the industry and a centre of the trade.
4. Show by a diagram, with as few words as possible, what happens to our letters, from posting to delivery, *or*—the work of the Dairy Research Station described in the talk.
5. Which of the term's broadcasts in this series did you think the best? Write a paragraph giving all your reasons and opinions.
6. What kind of work requires the following qualities of character or temperament: (a) patience, (b) adaptability, (c) nimble fingers, (d) bodily strength, (e) sympathy? (Give one example for each.)

It is interesting to note that the most popular broadcast proved to be "Building a House" and the least was the miscellany called "Unusual Jobs."

For the second term's programme of "The World of Work" we adopted a different procedure. It was decided that we should compile a Book of Broadcasts embracing most of the talks of the term. Four groups were formed to concentrate particularly upon four themes: (a) The Work of the Police, (b) Market Gardening, (c) Health Workers, (d) Railwaymen. Each group selected its own leader, who, under our guidance, allocated to each member a distinct piece of research. Group-leaders were also responsible for a large folder to contain their members' notes and illustrations. While every one had his distinct task to do, all were made aware of each other's work by listening together to all the talks, by class discussion, and by outside visits. The latter included visits to school clinics—where doctors and nurses most kindly gave of their time—railway goods-yards, police-boxes, Accidents Prevention Headquarters, and the magistrates' courts. Reports of these visits were written up during English lessons and the best selected for our Book of Broadcasts. As the weeks passed the folders grew bulky with reports, notes,

pictures, and newspaper cuttings. Much advice had to be given to each group in the selection of relevant material for each of the four chapters. As this was being done the book itself was made in the book-binding class: thirty imperial-size sheets of grey and blue tempera paper bound in stout cardboard. Lettered headings for each chapter were prepared, and under each heading a report of the appropriate broadcast was placed and framed in white or red. Each report thus served as an introduction to the chapter's contents—narrative, statistics, notes, pictures, and Press cuttings. The placing of all this matter in sensible sequence and pleasing order called for the exercise of taste and judgment. The boys were proud of the finished product, each group comparing the chapters done by the others and all reading and examining the whole as an integrated "Book of Broadcasts: The World of Work."

For the third term's programme group-work was again chosen by the boys in preference to individual, separate study; but this time each group compiled its own book, selecting a cluster of broadcasts. One or two members of each group concentrated upon one of the broadcasts within the cluster, anticipating it, studying it, following it up, and, finally, contributing the result to his group's common pool. This division of labour was offset by collective listening to and criticizing of all the broadcasts, by class excursions, and by visits made to school by experts and Youth Employment Officers.

It will be clear from this description that this new series "The World of Work" not only provided authentic Social Studies content, but it lent itself to preliminary planning and to the use of a variety of modern techniques. The same could be said of two other series of Social Studies: "For the Four-teens" and "Looking at Things." If the reader doubts the claim of the latter series to be regarded as Social Studies let him read the text and examine the pictures of the booklet accompanying the series. The whole has been imaginatively conceived and brilliantly executed to prove that the real content of Social

Studies lies round us—if only we have eyes to see and brains to think. It focuses attention upon living together in this modern age, needs being the common factor which integrates the distinct contributions of Art, History, Geography, and Science; while the techniques employed are those essential to Social Studies—direct observation, discovery, and inductive reasoning. The spring term programme centred round the reality of Home. This theme could well have branched into topics or group projects as shown in the diagram at p. 31.

In the pamphlet published by U.N.E.S.C.O. *Education by Radio: School Broadcasting*—Roger Clausse writes:

If we wish broadcasts to be used to the full they must become an integral and necessary part of the teaching in schools, one of its constituents. In preparing school syllabuses education authorities must allow a place for subjects dealt with by radio, and define the part to be played by broadcasting in relation to the subjects taught in school and the general educational objectives. In this way school broadcasts will be truly auxiliary teaching.

We believe that of the courses dealt with by radio Social Studies are most important if for no other reason than that they bring the world—the real content—right into the classroom. We do not claim that our methods of using these broadcasts are completely successful or adequate. But it is only by experiments such as we have described that broadcasts will cease to be merely ‘wireless lessons’ and will become integrated with the work of teachers and pupils in the social setting of to-day.

CHAPTER VIII

AIDS AND SOURCES

The School as a Community—Visits and Visitors—Team Games and Group Activities—School Libraries—Visual Aids—Organizations providing Sponsored Films—Film Libraries, Associations, and Publishers—Books, Pamphlets, and Magazines about Films—Book List—Other Important Associations

The School as a Community

ONE of the most natural and powerful aids in Social Studies is the realization of the school, club, or college as an actual community. The machinery for the corporate life of a school is too well known to require description. Most Secondary Schools nowadays have their assembly, school council, prefects, uniforms, clubs, and societies; and books and pamphlets are not lacking as sources of advice on how to initiate and conduct such institutions and activities. Social Studies would, indeed, lack confirmation if there were no means within a school whereby pupils could experience social intercourse. We venture, however, to give a word of warning against mere imitation. There has been a tendency for some of our newer Grammar and Secondary Modern Schools to adopt institutions and practices in unimaginative imitation of traditions of ancient academies. The social corpus of a school or college should grow from within in response to the needs of the environment, the nature of parents, the age and aptitudes of pupils, and the character of the teachers. Where there is no co-operative, friendly relationship between these parties no imposing array of school officers, councils, or clubs will ever succeed in giving our future citizens the *feel* of social awareness and the stimulus to service.

A further warning may be offered against the stereotyping, the spiritual fossilization, of some corporate activities. They may have begun by successfully fulfilling a need, but in the course of years may have degenerated into the dead march of routine, giving to children premature experience of the kind of institutionalism which should remain the preserve of the most antique and snobbish West End clubs. Room must always be left or made for new developments, fresh growth, if school institutions are to convey to future citizens a foretaste of the creativeness of democracy.

Visits and Visitors

The corporate life of a school will be incomplete unless it has contacts with the wider world. Such contacts are possible through publicly performed concerts, pageants, and exhibitions, and through Parent-Teacher Associations and Old Pupils' Societies. But in addition to the occasional contacts made possible by these activities there should be continuous intercourse between a school and the adult community. This continuity may be obtained by planning outside visits as integral parts of the topics and projects. The usefulness of an outside visit depends chiefly upon its opportuneness. It is largely a waste of time to take a group to a textile factory a term before or after the relevant topic is studied or to conduct a party to the local Town Council when the pupils are not actually studying local government. This may appear too obvious to need saying, but who does not know of haphazard visits being thrown out as sop to placate the passing predilection of the powers-that-be?

In arranging visits to foreign lands valuable help and advice may be obtained from the Central Bureau for Educational Visits and Exchanges and from the Modern Language Association (addresses at page 95). Foreign visits are invaluable not only for the understanding of particular topics such as costume, food, and transport, but also for the general realization of how like

foreigners we really are—that awareness of human brotherhood to which all Social Studies should tend (see Chapter I).

An interesting experiment in school visits was recently made by boys and teachers of Drummond Secondary School, Bradford. Hiring a motor-coach, the party made an 'English Journey' which comprised visits to a wide variety of places representative of contemporary life and work—large industrial centres, market-towns, villages, historic spots, ports, and the metropolis. Being guests of boys in various parts of England, they gained also some first-hand knowledge of differences in dialect, customs, schooling, etc. The results of their discoveries were later displayed in an exhibition of photographs, models, sketches, samples, and maps.

Other links between school and community may be forged through membership of civic societies, the Youth Hostel Association, Young Farmers' Clubs, ramblers' and cyclists' touring clubs, naturalist and photographic societies, public libraries, galleries, and museums. Our own school has a permanent connexion with a branch library whose librarian, on receipt each term of a list of topics to be studied, supplies helpful books to supplement our own sources. We also enjoy, as do many schools in Britain now, fruitful co-operation with local museums, and their keepers are always ready to receive students and to visit schools at appropriate times.

Team Games and Group Activities

Whether the British excellence in organized games is cause or effect of our socialness might be a fruitful subject for discussion among Secondary School pupils. There is certainly no doubt that most adolescent boys and many girls find in team games a means of satisfying a growing urge towards co-operation. But of recent years it has become increasingly acknowledged that we have been too unimaginative in our provision of team games. Football, cricket, or hockey have too often been forced upon every boy or girl irrespective of interest, need, or aptitude,

with the tragic result that what was intended to be a social training really fostered feelings of inadequacy and resentment against authority. Now, however, a much wider choice of team games and group activities is offered by the intelligent teacher, and much more attention is being paid to those who find it difficult to 'join in' or 'play the game.' The teacher of physical education is realizing that his is not so much a 'subject' as—like Social Studies—a field of awareness and activity, comprising almost everything that promotes a healthy mind in a healthy body. He is therefore quick to encourage group ventures such as rambling, camping, treasure-hunts, and discovery walks—activities which, while calling for individual initiative and courage, also involve that mutual give-and-take which is fundamental in a good society. For details of such 'adventure games' the reader is referred to *Outdoor Activities for Boys' Schools*, by F. J. C. Marshall (see Book List, at p. 93).

School Libraries

One of the chief difficulties in beginning a Social Studies course is often a lack of sources of information which are written simply and which are so arranged that the extraction of information is not insuperably difficult for children who are not yet much practised in this skill. In our own school we began with a few standard reference books such as the encyclopædias, the biographical dictionaries, Whitaker's *Almanack*, and little else except for sets of History and Geography text-books which had been used in the old subject-teaching. These had to be used while a specifically Social Studies library was being formed, and initially the teacher has the task of deciding what books are useful and for what particular part of his scheme. In practice this task can be lightened by the pupils themselves, who, when they produce a noticeably coherent and adequate written account of some aspect of their studies, can be asked to note down the titles and authors of the books used and the pages

where the information can be found. In this way a useful guide can be built up in a short time.

It is essential, however, that a Social Studies library should be formed as quickly as possible, and that it should be continually added to. Variety of source material is important if Social Studies research is not, from the teacher's point of view at any rate, to become stereotyped. This in turn raises a financial problem since library allowances are not generally generous!

The following are suggested criteria to help in the selection of Social Studies books: (a) simplicity of presentation, (b) lively illustrations, (c) a good index, and (d) suggestibility. By lively illustrations we do not mean photographs, which, as they give a complete picture, are apt to suppress curiosity, but rather impressionistic sketches and line-drawings, charts, maps, and graphs, which can be used as starting-points for further investigation. By suggestibility we mean that the book while adequately covering its own subject should suggest research into related subjects.

In addition to the more expensive books of great value is a collection of cheap, paper-backed booklets and pamphlets such as many of the publications of H.M. Stationery Office, the Coal Board, and the Iron and Steel industry. These give the Social Studies library its piquant flavour of contemporaneity and are most useful in that part of Social Studies which deals with Current Affairs.

We must here mention the excellent pamphlets published by the Bureau of Current Affairs (now unfortunately extinct), which are a great help to both teacher and pupil. For the teacher particularly, and also for boys in the upper forms of Secondary Grammar Schools, a most useful reference work is *Keesing's Contemporary Archives*. Daily and weekly newspapers, local as well as national, and reputable magazines are generally useful as sources of information, as well as being in themselves representative of social living. It is well to encourage pupils to bring to the school copies discarded by parents, so that the

restricted allowance for library equipment may be spent upon the more expensive or distinctive periodicals not found in most homes, such as *The Countryman*, *The National Geographic Magazine*, *The Geographical Magazine*, *World Review*, *La France*, *France Illustration*, *Pictorial Education*, etc.

Visual Aids

Newspapers and periodicals are also rich sources of visual aids. They have, indeed, certain advantages over deliberately contrived charts, models, and films: they are sought by the pupils themselves, who select just those pictures or diagrams which they require. Many pamphlets, brochures and magazines are published by State and large private enterprises and by foreign Governments and international agencies. These, together with their sponsored films, may often be obtained for little or no charge. Addresses are given under Organizations providing Sponsored Films (pp. 87-89).

As with books, so with films and film-strips; they must be chosen with care and used with discrimination. For those uninitiated in the use of these valuable aids we venture a little advice:

(a) As in the case of text and reference books, we need not expect the whole of a film or film-strip to suit our needs at any given time. It is important that only the parts relevant to the topic or project being pursued should be used. In the case of film-strips we may, on examination, find that the order of illustrations in the strip does not suit our teaching method or the pupil's own development of his theme. The frames should then be used according to the actual needs; this can be done while retaining the strip intact, but a better way is by preparing two-inch slides. When sound films are being considered the commentary must be examined as carefully as the pictures themselves. Should the style, vocabulary, or the points emphasized not meet requirements one should consider the use of the 'muted' film.

(b) We must ensure that all visual aids used are true *aids*, not mere novelties or interpolations. In presenting the material to a group one should preserve the natural rhythm of a good lesson: there should be no delay in blacking-out or setting up the projector. The use of daylight projection has much to recommend it. This allows projection in normal or nearly normal light, so that pupils can carry out practical work as the film is being shown, and it also enables a teacher to choose his position in the room.

(c) We must always ask of a film or film-strip: what is it for, why do we intend to use it? If it is used primarily to arouse enthusiasm or stimulate initial interest (and let us not forget that interests require stimulation) its natural place will be at the beginning of or very early in the lesson or project. If its purpose is to illustrate a point already made or underline some previous discovery it will obviously take a later place in the development. The teacher is the only person who can adequately know what he wants to get over or what his pupils will find most profitable. Visual aids were never intended to make the business of teaching easier. Teaching is an art as well as a science, and judicious selection is its essence.

(d) Older pupils in Secondary Schools, as well as members of youth clubs, should be trained in the use of a film-strip projector. When carrying out personal or group study they may wish to refer to illustrations seen in earlier lessons or to examine thoroughly frames particularly relevant to their topic. They should therefore be given the technique and opportunity of operating the projector in a corner without interfering with other work in the same room.

(e) We must become familiar with the variety of sources for obtaining suitable films and film-strips. We furnish below a list (by no means exhaustive) of such sources, together with titles of useful publications on Visual Aids. The possession of these addresses and books does not completely solve our problems! It is most unwise to purchase a film-strip or hire a film without

first seeing it. In some cases it is possible to obtain material on approval, but often this is not really practical. Here is the value of local educational film associations, which give opportunities for group-viewing and exchange of information and ideas.

ORGANIZATIONS PROVIDING SPONSORED FILMS

Most of the films sponsored by the undermentioned organizations deal with themes in Social Studies, and many are available on loan without charge.

AUSTRALIAN NEWS AND INFORMATION BUREAU, Australia House, Strand, W.C.2.

BANKING INFORMATION SERVICE, 3 Lombard Street, London, E.C.3.

BOY SCOUTS ASSOCIATION, 25 Buckingham Palace Road, London, S.W.1.

BRADFORD CORPORATION WATERWORKS DEPARTMENT, Town Hall, Bradford.

BRITISH ELECTRICAL DEVELOPMENT ASSOCIATION, 2 Savoy Hill, London, W.C.2.

BRITISH GAS COUNCIL, 1 Grosvenor Place, London, S.W.1.

BRITISH OVERSEAS AIRWAYS CORPORATION, Buckingham Palace Road, London, S.W.1.

BRITISH RAILWAYS—Public Relations Officers of the Regions.

BRITISH RED CROSS SOCIETY, 14 Grosvenor Crescent, London, S.W.1.

BRITISH RUBBER DEVELOPMENT BOARD, Market Buildings, Mincing Lane, London, E.C.3.

CADBURY BROS, LTD, Bournville, Birmingham.

CANADIAN GOVERNMENT, Canada House, London, S.W.1.

COAL UTILIZATION JOINT COUNCIL, 13 Grosvenor Gardens, London, S.W.1.

CO-OPERATIVE WELFARE SOCIETY, Balloon Street, Manchester.

COTTON BOARD (1948), 81 Fountain Street, Manchester, 2.

COUNCIL OF INDUSTRIAL DESIGN, Tilbury House, Petty France, London, S.W.1.

DUNLOP RUBBER COMPANY, LTD, St James's House, St James's Street, London, S.W.1.

- FORD MOTOR COMPANY, LTD, Dagenham, Essex.
FRENCH RAILWAYS, LTD, 179 Piccadilly, London, W.1.
FRY AND SONS, LTD, Bristol.
GIRL GUIDES ASSOCIATION, 17-19 Buckingham Palace Road, London, S.W.1.
I.C.I., LTD, Thames House, Millbank, London, S.W.1.
LONDON TRANSPORT EXECUTIVE, 55 Broadway, London S.W.1.
NATIONAL COAL BOARD, Hobart House, Grosvenor Place, London, S.W.1.
NATIONAL MILK PUBLICITY COUNCIL, 117 Piccadilly, London, W.1.
NATIONAL SAFETY FIRST ASSOCIATION, 52 Grosvenor Gardens, London, S.W.1.
NATIONAL SAVINGS COMMITTEE, 1 Princes Gate, London, S.W.7.
NATIONAL TRUST, 40-42 Queen Anne's Gate, London, S.W.1.
NEW ZEALAND HIGH COMMISSIONER, 415 Strand, London, W.C.2.
PETROLEUM INFORMATION BUREAU, 29 New Bond Street, London, W.1.
POULTRY ASSOCIATION OF GREAT BRITAIN, 206 St John Street, London, E.C.1.
ST JOHN AMBULANCE BRIGADE, 8 Grosvenor Crescent, London, S.W.1.
SCOTTISH COMMITTEE OF THE COUNCIL OF INDUSTRIAL DESIGN, 95 Bothwell Street, Glasgow, C.2.
SCOTTISH TRAVEL ASSOCIATION, 2 North Charlotte Street, Edinburgh, 2.
SOUTH AFRICA HIGH COMMISSIONER, South Africa House, Trafalgar Square, London, W.C.2.
SWEDISH TRAVEL BUREAU, 22 Coventry Street, London, W.1.
SWISS FEDERAL RAILWAYS, 458 Strand, London, W.C.2.
TEA BUREAU, 22 Regent Street, London, S.W.1.
TIMBER DEVELOPMENT ASSOCIATION, LTD, 75 Cannon Street, London, E.C.4.
TRANS-CANADA AIR LINES AND CANADIAN NATIONAL RAILWAYS, 17-19 Cockspur Street, London, S.W.1.
UNITED NATIONS, Information Centre, Russell Square House, Russell Square, London, W.C.1.
UNITED STATES INFORMATION SERVICE, American Embassy, 5 Grosvenor Square, London, W.1.

WOOL AND ALLIED TEXTILE EMPLOYERS' COUNCIL, Lloyd's Bank Chambers, Hustlergate, Bradford.

WORKERS' TRAVEL ASSOCIATION, LTD, Eccleston Court, Gillingham Street, London, S.W.1.

FILM LIBRARIES, ASSOCIATIONS, AND PUBLISHERS

BRITANNIA FILMS DIVISION, "ENCYCLOPÆDIA BRITANNICA," 102 Dean Street, London, W.1.

BRITISH FILM INSTITUTE, 164 Shaftesbury Avenue, London, W.C.2.

CENTRAL FILM LIBRARY, Imperial Institute, Kensington, London, S.W.7.

"DAILY MAIL" SCHOOL AIDS DEPARTMENT, New Carmelite House, London, E.C.4.

DARTINGTON HALL FILM UNIT, Totnes, Devonshire.

DAWN TRUST FILMS, The Studio, Aylesbury, Buckinghamshire.

EDUCATIONAL FOUNDATION FOR VISUAL AIDS, 33 Queen Anne Street, London, S.W.1.

EDUCATIONAL PRODUCTIONS, LTD, 17 Denbigh Street, London, S.W.1., or East Ardsley, Wakefield, Yorkshire.

EDUCATIONAL SUPPLY ASSOCIATION, LTD, Esavian House, 181 High Holborn, London, W.C.1.

GATEWAY FILM PRODUCTIONS, LTD, 84 Powys Lane, Palmer's Green, London, N.13.

GAUMONT-BRITISH FILM LIBRARY, Aintree Road, Perivale, Middlesex.

METRO-GOLDWYN-MAYER PICTURES, LTD (16 mm. Division), 1 Belgrave Street, London, S.W.1.

NATIONAL COMMITTEE FOR VISUAL AIDS IN EDUCATION, 33 Queen Anne Street, London, W.1.

NATIONAL FEDERATION OF EDUCATIONAL FILM GROUPS, Hon. Secretary, B. E. Gillett, Colmer's Farm Secondary School, Rubery, Birmingham.

NEWTON AND CO., LTD, 72 Wigmore Street, London, W.1.

PATHE-BRITISH INSTRUCTIONAL FILMS, LTD, Film House, Wardour Street, London, W.1.

"PICTURE POST" FILM-STRIPS, Hulton Press, Ltd, 42-44 Shoe Lane, London, E.C.4.

RAY, MARIAN, 36 Villiers Avenue, Surbiton, Surrey.

SCIENTIFIC FILM ASSOCIATION, 4 Great Russell Street, London, W.C.1.

SCOTTISH FILM COUNCIL, 2 Newton Place, Glasgow, C.2.

UNICORN HEAD VISUAL AIDS, LTD, Broadway Chambers, 40 Broadway, London, S.W.1.

VISUAL EDUCATION, LTD, 9 Upper Berkeley Street, London, W.1.

BOOKS, PAMPHLETS, AND MAGAZINES ABOUT FILMS

BOOKS AND PAMPHLETS

Facts about Films, by Alexander (Bureau of Current Affairs).

Film in the School, The, by J. A. Lauwerys (Christophers, 1935).

Film-strips (National Committee for Visual Aids in Education, 1950).

Introduction to Film-strips, An, by H. R. and I. W. Dance (Harrap, 1948).

Material for Visual Education, by G. P. Meredith (Daily Mail, 1948).

Progress Report (National Committee for Visual Aids in Education, 1947).

Report on the Provision of Apparatus for Schools (National Committee for Visual Aids in Education, 1947).

Teaching with School Projectors (British Film Institute, 1948).

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Visual Aid Year Book (Daily Mail).

Visual Aids to Education, by R. Beloe (National Committee for Visual Aids in Education, 1948).

Visual Aids in the Schools (National Federation of Educational Film Groups).

Visual Education and the New Teacher, by G. P. Meredith (Daily Mail, 1948).

MAGAZINES

- Film User* (19 Charing Cross Road, London, W.C.2).
Look and Listen (24 Bride Lane, London, E.C. 4).
Monthly Film Review (British Film Institute).
Sight and Sound (British Film Institute).
Sub-standard Films (Odhams).
Visual Education (National Committee for Visual Aids in Education).

NOTE. Reviews of films and film-strips are regular features of *Journal of Education*, *School Librarian*, *Schoolmaster*, *Scottish Educational Journal*, and *Times Educational Supplement*.

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- : *The English Subjects Synthesis* (Christophers, 1951).
- : *This Modern Age* (Christophers, 1950).
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- JACKS, M. L.: *Total Education* (Kegan Paul, 1946).
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- NADEL, S. F.: *The Foundations of Social Anthropology* (Cohen and West, 1951).
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- RICH, R. W.: *The Teacher in a Planned Society* (University of London Press, 1950).
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We recommend also Whitaker's *Almanack* and the publications of the Bureau of Current Affairs, the Geographical Association (c/o Park Branch Library, Duke Street, Sheffield), the Historical Association (21 Bedford Square, London, W.C.1), and the Town and Country Planning Association (28 King Street, London, W.C.2).

OTHER IMPORTANT ASSOCIATIONS

- ASSOCIATION FOR EDUCATION IN CITIZENSHIP, 51 Tothill Street, London, S.W.1.
- BRITISH BROADCASTING CORPORATION, Broadcasting House, London, and regions.

- BRITISH FILM INSTITUTE, 164 Shaftesbury Avenue, London, W.C.2.
BRITISH MUSEUM, Bloomsbury, London, W.C.1.
BRITISH TRAVEL AND HOLIDAYS ASSOCIATION, Queen's House, 64-65
St James's Street, London, S.W.1.
CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES, Hamilton
House, Bidborough, Kent.
CENTRAL OFFICE OF INFORMATION, 83 Baker Street, London, W.1.
COUNCIL FOR EDUCATION IN WORLD CITIZENSHIP, 25 Charles Street,
London, W.1.
COUNCIL FOR THE PROMOTION OF FIELD STUDIES, 10 Exhibition Road,
London, S.W.7.
GEOGRAPHICAL ASSOCIATION, c/o Park Branch Library, Duke Street,
Sheffield.
HANSARD SOCIETY, 39 Millbank, London, S.W.1.
H.M. STATIONERY OFFICE, London and larger provincial towns.
HISTORICAL ASSOCIATION, 21 Bedford Square, London, W.C.1.
"HOME AND SCHOOL," Finchden Manor, Tenterden, Kent.
IMPERIAL INSTITUTE, Exhibition Road, London, S.W.7.
INSTITUTE OF HUMAN RELATIONS, 2 Beaumont Street, London,
W.1.
INTERNATIONAL WOOL SECRETARIAT, Dorland House, 18-20 Regent
Street, London, S.W.1.
LE PLAY HOUSE, INSTITUTE OF SOCIOLOGY, Ledbury, Herefordshire.
LE PLAY SOCIETY, THE, The Birlings, Birling Gap, near Eastbourne,
Sussex.
MODERN LANGUAGE ASSOCIATION, 23 Southampton Place, London,
W.C.1.
NATIONAL BOOK LEAGUE, 7 Albemarle Street, London, W.1.
NATIONAL COMMITTEE FOR VISUAL AIDS IN EDUCATION, 33 Queen
Anne Street, London, W.1.
NATIONAL COUNCIL OF SOCIAL SERVICE, 26 Bedford Square, London,
W.C.1.
NATIONAL FEDERATION OF YOUNG FARMERS' CLUBS, 55 Gower Street,
London, W.C.1.
OUTLOOK TOWER, Castlehill, Edinburgh.
RAMBLERS' ASSOCIATION SERVICES, LTD, 48 Park Road, London,
N.W.1.
ROYAL SCOTTISH MUSEUM, Chambers Street, Edinburgh.

ROYAL SOCIETY FOR PREVENTION OF ACCIDENTS, 52 Grosvenor Gardens, London, S.W.1.

SCHOOL BROADCASTING COUNCIL FOR SCOTLAND, Broadcasting House, Queen Street, Edinburgh.

SCHOOL BROADCASTING COUNCIL FOR THE UNITED KINGDOM, 55 Portland Place, London, W.1.

SCHOOL BROADCASTING COUNCIL FOR WALES, Broadcasting House, Park Place, Cardiff.

SCHOOL LIBRARY ASSOCIATION, 29 Gordon Square, London, W.C.1.

TOWN AND COUNTRY PLANNING ASSOCIATION, 28 King Street, London, W.C.2.

TRAVEL ASSOCIATION, 6 Arlington Street, London, S.W.1.

YOUTH HOSTEL ASSOCIATION OF NORTHERN IRELAND, LTD, 28 Bedford Street, Belfast.

YOUTH HOSTELS (ENGLAND AND WALES), Midland Bank Chambers, Howardsgate, Welwyn Garden City, Hertfordshire.

YOUTH HOSTELS ASSOCIATION (SCOTTISH), 7 Bruntsfield Crescent, Edinburgh 10.

YOUTH HOSTELS ASSOCIATION INTERNATIONAL TRAVEL BUREAU, 21 Bedford Street, Strand, W.C.2.

